SPECIFICATION

IAO Level 2 Diploma in Care
Qualification Number: 603/2524/0

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

" We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. "

Qualification summary

Qualification Accreditation Number (QAN)	603/2524/0
Qualification review date	31/12/2022
Guided Learning Hours (GLH)	Minimum 269 hours
Total Qualification Time (TQT)	460 hours
RQF level	2
Qualification credit value	46 credits
Minimum credits at/above level	46 credits
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The Level 2 Diploma in Adult Care is designed to guide and assess the development of knowledge and skills relating to the adult care workforce. The qualification contains a wide range of optional units which will allow opportunity for competence to be demonstrated in a wide range of contexts.

Entry guidance	There are no formal entry requirements for this qualification.
	This qualification is suitable for those who work, or who are looking to work within the adult care sector. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.
Progression opportunities	Learners who achieve this qualification could progress into employment within an adult care setting, or to further qualifications such as:
	• IAO Level 3 Diploma in Adult Care
Funding	For details on eligibility for government funding please refer to the following websites:
	http://www.education.gov.uk/section96
	https://www.gov.uk/government/organisations/skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback
Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints
If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees
Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals
We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection
Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity
Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?
The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level
The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size
The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Skills for Care and Development Assessment Principles

1. Introduction

1.1   Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).

1.2   This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations

1.3   The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.

1.4   Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered: http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf

1.5   Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.

1.6   In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.

1.7   Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'

2. Assessment Principles

Good practice dictates the following:

2.1   Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2   Assessors must be able to evidence and justify the assessment decisions that they have made.

2.3   Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified3, competent and knowledgeable assessor.

2.4   Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

2.5   Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

2.6   Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.

2.7   Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

2.8   Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

2.9   Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

2.10   Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

2.11   Assessment of knowledge based learning outcomes
        • may take place in or outside of a real work environment
        • must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
        • must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

2.12   It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

2.13   Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

3.1   Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.

3.2   Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

3.3   Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

3.4   Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

4.1   **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2   **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3   **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications, see Appendix C.

4.4   **Qualified to make quality assurance decisions**: Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.

4.5   **Expert witness**: An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.

4.6   **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Qualification Structure

Learners must achieve at least 46 credits to gain this qualification. These are made of 24 credits from the mandatory and a maximum of 22 credits from the optional units.

The Minimum Guided Learning Hours (GLH) for this qualification is 269 hours.

The Total Qualification Time (TQT) for this qualification is 460 hours.

Unit Structures

Mandatory and optional units are listed below.

Mandatory Units Table

Unit ref	Unit title	Level	Credit value	GLH
Y/616/5419	Communication in care settings	2	3	20
L/616/5420	Handle information in care settings	2	1	10
R/616/5421	Personal development in care settings	2	3	23
Y/616/5422	Implement person-centred approaches in care settings	2	5	39
D/616/5423	Equality and inclusion in care settings	2	2	17
M/616/5426	Health, safety and wellbeing in care settings	2	4	33
D/616/5048	Responsibilities of a care worker	2	2	16
R/616/5435	Duty of care	2	1	7
A/616/5042	Safeguarding and protection in care settings	2	3	26

Optional Units Table

Unit ref	Unit title	Level	Credit value	GLH
D/616/5437	Understanding autistic spectrum conditions	2	2	17
H/616/5438	Understand physical disability	2	2	19
K/616/5439	Understand the impact of Acquired Brain Injury on individuals	2	3	25
D/616/5440	The principles of sensory loss	2	2	16
H/616/5441	Introductory awareness of models of disability	2	2	15

T/616/5444	Understand the principles of supporting individuals with end of life care	2	3	11
A/616/5445	Basic awareness of diabetes	2	2	8
F/616/5446	Stroke awareness	2	2	9
R/616/5449	Principles of supporting individuals with a learning disability to access healthcare	2	3	23
J/616/5450	Understand the role of communication with individuals who have dementia	3	3	26
R/616/5452	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23
Y/616/5453	Principles of positive risk taking for individuals with disabilities	2	2	20
D/616/5454	Support individuals with dementia to eat and drink	3	3	10
H/616/5455	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	12
L/616/5367	Understand the administration of medication to individuals with dementia using a person-centred approach	3	2	15
T/616/5458	Support use of medication in social care settings	3	5	40
K/616/5375	First aid essentials	2	1	10
T/616/5377	Facilitate person centred assessment, planning, implementation and review	3	5	28
T/616/5461	Principles of supporting an individual to maintain personal hygiene	2	1	10
F/616/5463	Provide support for journeys	2	3	12
L/616/5465	Support care plan activities	2	2	13
Y/616/5467	Contribute to supporting group care activities	2	3	23
H/616/5469	Meet food safety requirements when providing food and drink for individuals	2	2	15

H/616/5472	Contribute to support of positive risk-taking for individuals	2	3	14
K/616/5473	Support person-centred thinking and planning	2	5	45
M/616/5474	Provide active support to individuals	2	3	11
T/616/5475	Support individuals to maintain personal hygiene	2	2	17
A/616/5476	Work with other professionals and agencies to support individuals with a physical disability	2	3	20
F/616/5477	Understand the benefits of engaging in activities in social care	2	2	16
J/616/5478	Working as part of a team in adult care settings	2	2	10
L/616/5479	Introduction to personalisation in social care	3	3	22
F/616/5480	Provide support for therapy sessions	2	1	5
J/616/5481	Understand and implement a person-centred approach to the care and support of individuals with dementia	2	2	11
L/616/5482	Support individuals to negotiate environments	2	3	12
R/616/5483	Contribute to supporting individuals in the use of assistive technology	2	2	6
Y/616/5484	Contribute to supporting individuals with a learning disability to access healthcare	2	3	27
K/616/5487	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	2	3	23
M/616/5488	Understanding and enabling assisting and moving individuals	2	4	26
M/616/5491	Understand how to support individuals to be part of a community	2	3	16
F/616/5494	Contribute to the support of infection prevention and control in social care	2	3	21
L/616/5496	Contribute to promoting nutrition and hydration in social care settings	2	4	28

Y/616/5498	Prepare environments and resources for use during healthcare activities	2	3	17
D/616/5499	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	16
L/616/5501	Understand and enable interaction and communication with individuals with dementia	2	2	12
Y/616/5503	Support families of individuals with acquired brain injury	2	3	24
D/616/5504	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	9
H/616/5505	Support participation in learning and development activities	2	3	23
D/616/5101	Support individuals to access and use information about services and facilities	2	3	20
M/616/5104	Assist in the administration of medication	2	4	25
F/616/5107	Undertake personal hygiene activities with individuals	2	3	24
H/616/5116	Support individuals to carry out their own health care procedures	2	2	15
F/616/5138	Support individuals to meet personal care needs	2	2	16
J/616/5044	Understand mental well-being and mental health promotion	3	3	20
L/616/5045	Causes and spread of infection	2	2	20
Y/616/5520	Dementia awareness	2	2	7
M/616/5166	Move and position individuals in accordance with their care plan	2	4	26
T/616/5167	Support individuals to manage continence	2	3	19
A/616/5168	Obtain and test specimens from individuals	2	2	15
H/616/5052	Understand mental health problems	3	3	16

Y/616/5176	Prepare individuals for healthcare activities	2	2	9
T/616/5184	Assist the practitioner to carry out health care activities	2	2	13
D/616/5194	Provide support to manage pain and discomfort	2	2	15
K/616/5196	Select and wear appropriate personal protective equipment for work in health care settings	2	2	15
H/616/5200	Monitor and maintain the environment and resources during and after health care activities	2	3	20
M/616/5085	The principles of infection prevention and control	2	3	30
F/616/5544	Contribute to the effectiveness of teams	2	2	5
T/616/5217	Support individuals who are distressed	2	3	21
A/616/5221	Support individuals undergoing healthcare activities	2	3	22
H/616/5262	Support individuals to eat and drink	2	2	15
M/616/5264	Contribute to monitoring the health of individuals affected by health conditions	2	2	18
F/616/5088	Cleaning, decontamination and waste management	2	2	20
T/616/5282	Principles of health promotion	2	2	13
A/616/5283	Promotion of general health and well-being	2	2	12
R/616/5287	Contribute to the care of a deceased person	2	3	24
Y/616/5288	Undertake physiological measurements	3	3	23
K/616/5246	Undertake agreed pressure area care	2	4	30
L/616/5241	Obtain and test capillary blood samples	3	4	30
J/616/5240	Support individuals at the end of life	3	6	50

| R/616/5225 | Provide support for sleep | 2 | 2 | 13 |
| L/616/5451 | Understand equality, diversity and inclusion in dementia care | 2 | 2 | 8 |

Mandatory units

Title:	Y/616/5422 Implement person-centred approaches in care settings
Level:	2
Credit Value:	5
GLH:	39
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand person-centred approaches for care and support	1.1 Define **person-centred values** 1.2 Explain why it is important to work in a way that embeds person-centred values 1.3 Explain why risk-taking can be part of a person-centred approach 1.4 Explain how using an individual's **care plan** contributes to working in a person-centred way
2. Be able to work in a person-centred way	2.1 Find out the history, **preferences**, wishes and needs of the **individual** 2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing **consent** when providing care or support 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Be able to encourage active participation	4.1 Describe how **active participation** benefits an individual 4.2 Identify possible barriers to active participation 4.3 Demonstrate ways to reduce the barriers and encourage active participation

5. Be able to support the individual's **right to make choices**	5.1 Support an individual to make informed choices 5.2 Use agreed risk assessment processes to support the right to make choices 5.3 Explain why a worker's personal views should not influence an individual's choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
6. Be able to support the individual's well-being	6.1 Explain how an individual's identity and self-esteem are linked with **well-being** 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being 6.3 Support an individual in a way that promotes a sense of identity and self-esteem 6.4 Demonstrate ways to contribute to an environment that promotes well-being 6.5 Recognise and respond to changes in physical and mental health 6.6 Explain the importance of good nutrition and hydration

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

Person centred values include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

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

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.

Preferences may be based on:

- beliefs
- values
- culture

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 ('mental capacity').

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:

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

Unit aim (s)	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 and work in a person-centred way.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line the relevant Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0024 Support the safeguarding of individuals.

SCDHSC0026 Support individuals to access information on services and facilities. |

	SCDHSC0234 Uphold the rights of individuals. GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

Title:	A/616/5042 Safeguarding and protection in care settings
Level:	2
Credit Value:	3
GLH:	26

Learning Outcomes The learner will:	Assessment Criteria The learner can:

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

2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse:
	   • Physical abuse
	   • Domestic abuse
	   • Sexual abuse
	   • Emotional/psychological abuse
	   • Financial/material abuse
	   • Modern slavery
	   • Discriminatory abuse
	   • Institutional/organisational abuse
	   • Self-neglect
	   • Neglect by others
	2.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse

3. Know how to respond to suspected or alleged abuse	3.1	Explain the **actions to take** if there are suspicions that an individual is being abused
	3.2	Explain the actions to take if an individual alleges that they are being abused
	3.3	Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse
	4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	4.3	Identify factors which have featured in reports into serious cases of abuse and neglect
	4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing**
	4.5	Identify when to seek support in situations beyond your experience and expertise
5. Understand ways to reduce the likelihood of abuse	5.1	Explain how the likelihood of abuse may be reduced by: • working with **person centred values** • encouraging **active participation** • promoting choice and rights • supporting individuals with awareness of personal safety
	5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
	5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6. Know how to recognise and report unsafe practices	6.1	Describe **unsafe practices** that may affect the **well-being** of individuals
	6.2	Explain the actions to take if unsafe practices have been identified
	6.3	Describe the actions to take if suspected abuse or unsafe practices

	have been reported but nothing has been done in response
7. Understand principles for online safety	7.1 Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online 7.2 Explain ways of reducing the risks presented by each of these types of activity 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Care settings eg. Adult, children and young people's health settings and adult care settings

Domestic abuse should include acts of control and coercion

Factors may include:
• a setting or situation
• the individual

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

The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
• A colleague
• Someone in the individual's personal network
• The learner
• The learner's line manager
• Others

Local systems may include:
• employer/organisational policies and procedures
• multi-agency adult protection arrangements for a locality

Whistle blowing

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

Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

Unsafe practices may include
- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

Unit aim (s)	This unit is aimed at those working in a wide range of care settings. This unit covers 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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0024 Support the safeguarding of individuals SCDHSC0035 Promote the safeguarding of individuals

Title:	Y/616/5419 Communication in care settings
Level:	2
Credit Value:	3
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand why communication is important in the **work setting**	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of your own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an **individual**'s communication and language needs, wishes and preferences 2.2 Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information, support and **services** to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Demonstrate confidentiality in day to day communication, in line with **agreed ways of working** 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

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

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

Preferences may be based on:
- beliefs
- values
- culture

Communication methods may include:

a) non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication

- vocabulary
- linguistic tone
- pitch

c) technological aids

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

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

Unit aim (s)	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain

	confidentiality when communicating with and about others.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0021 Support effective communication

Title:	R/616/5435 Duty of care
Level:	2
Credit Value:	1
GLH:	7

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how duty of care relates to duty of **candour** 1.3 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1. Describe dilemmas that may arise between the duty of care and an individual's rights 2.2. Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1. Describe the process to follow when responding to complaints 3.2. Identify the main points of agreed procedures for handling complaints

Additional information about this unit
Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Unit aim (s)	This unit covers the knowledge required to understand duty of care and own role in this.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0024

Title:	L/616/5420 Handle information in care settings
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the need for secure handling of information in care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in **care settings** 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible 3.2 Follow **agreed ways of working** for: • recording information • storing information • sharing information

Additional information about this unit	
Care settings eg. Adult, children and young people's health settings and adult care settings **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers	
Unit aim (s)	This unit covers the knowledge and skills to be able to handle information in care settings.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcome 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0021

Title:	R/616/5421 Personal development in care settings
Level:	2
Credit Value:	3
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify **standards**, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role. 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards. 2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a personal development plan	3.1 Identify **sources of support** and how they can be used for own learning and development 3.2 Describe the process for agreeing a **personal development plan** and **who should be involved** 3.3 Contribute and agree to own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Describe how a learning activity has improved own knowledge, skills and understanding

	4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Explain the importance of **continuing professional development** 4.4 Describe how feedback from **others** has developed own knowledge, skills and understanding 4.5 Demonstrate how to record progress in relation to personal development

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

Standards may include:

- codes of conduct and practice

- regulations

- minimum standards

- National Occupational Standards

Sources of support may include:

- formal support

- informal support

- supervision

- appraisal

- within the organisation

- beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Who should be involved may include:

- the individual

- carers

- advocates

- supervisor, line manager or employer

- team members

- other professionals

Continuing Professional Development (CPD)

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

Others may include:

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

Unit aim (s)	This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0023, GEN12, GEN13

Title:	D/616/5423 Equality and inclusion in care settings
Level:	2
Credit Value:	2
GLH:	17

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: • diversity • equality • inclusion • discrimination 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the **work setting** 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 Show interaction with **individuals** that respects their beliefs, culture, values and preferences 2.3 Describe how to challenge discrimination in a way that encourages change
3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 Describe how to access information, advice and support about diversity, equality and inclusion 3.3 Identify when to access information, advice and support about diversity, equality and inclusion

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

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

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

Unit aim (s)	This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0024

Title:	M/616/5426 Health, safety and wellbeing in care settings
Level:	2
Credit Value:	4
GLH:	33
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a care work setting 1.2 Outline the main points of the health and safety **policies and procedures** agreed with the employer 1.3 Outline the main **health and safety** responsibilities of: • self • the employer or manager • **others** in the **work setting** 1.4 Identify **tasks** relating to health and safety that should not be carried out without special training 1.5 Explain how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities 2.2 Explain how and when to report potential health and safety risks that have been identified 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting

		3.2	Outline the procedures to be followed if an accident or sudden illness should occur
4.	Be able to reduce the spread of infection	4.1	Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection
		4.2	Explain the causes and spread of infection in care settings
		4.3	Demonstrate the recommended method for hand washing
		4.4	Demonstrate the **use of Personal Protective Equipment (PPE)** and when to use it
		4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5.	Be able to move and handle equipment and objects safely	5.1	Identify legislation that relates to moving and handling
		5.2	Explain principles for moving and handling equipment and other objects safely
		5.3	Demonstrate how to move and handle equipment and objects safely
6.	Know how to handle hazardous substances and materials	6.1	Describe hazardous substances and materials that may be found in the work setting
		6.2	Explain safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
7.	Understand how to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: • starting • spreading
		7.2	Describe emergency procedures to be followed in the event of a fire in the work setting

		7.3	Explain the importance of maintaining clear evacuation routes at all times
8.	Be able to implement security measures in the work setting	8.1	Use **agreed ways of working** for checking the identity of anyone requesting access to: • premises • information
		8.2	Implement measures to protect own security and the security of others in the work setting
		8.3	Explain the importance of ensuring that others are aware of own whereabouts
9.	Know how to manage own stress	9.1	Identify common signs and indicators of **stress** in self and others
		9.2	Identify circumstances and factors that tend to trigger stress in self and others
		9.3	Describe ways to manage stress and how to access **sources of support**

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

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

Health and safety This could be in relation to the safety of yourself, your colleagues or the people you support

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.

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

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

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

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

Sources of support may include:
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Unit aim (s)	The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 4, 5and 8 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0022

Title:	D/616/5048 Responsibilities of a care worker
Level:	2
Credit Value:	2
GLH:	16

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

Additional information about this unit

Care settings eg. Adult, children and young people's health settings and adult care settings

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

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

Others may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	SCDHSC0023 Develop your own knowledge and practice. SCDHSC0024 Support the safeguarding of individuals.

Optional units

Title:	D/616/5454 Support individuals with dementia to eat and drink
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how dementia affects the nutritional needs of individuals	1.1 Explain how dementia can affect an **individual**'s eating and drinking 1.2 Explain how poor nutrition can contribute to an individual's experience of dementia 1.3 Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia 1.4 Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink. 1.5 Explain why it is important to include a variety of food and drink in the diet of an individual with dementia
2. Understand the effect that mealtime environments can have on an individual with dementia	2.1 Describe how a person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink 2.2 Explain how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia 2.3 Explain how mealtime environments can be designed to help an individual to eat and drink 2.4 Explain how mealtime food presentation can be designed to help an individual to eat and drink
3. Be able to support an individual with dementia to eat and drink	3.1 Use an individual's life history to provide a diet that meets his/her preferences

	3.2 Support an individual with dementia to plan:

	• **mealtime** environments
	     • eating and drinking
	     • food presentation
	 3.3 Evaluate the use of **person-centred approach** in providing the nutritional requirements of an individual with dementia

Additional information about this unit

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:
- Meal planning
- Food shopping
- Food preparation
- Pre- and post-meal activities
- Dining
- Snacking

Unit aim (s)	This unit is to assess the knowledge and skills required to support the eating and drinking needs of an individual with dementia through a person-centred approach
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcome 3 needs to be assessed in the workplace environment
Details of the relationship of the unit and relevant National Occupational Standards	HSC 213 HSC 214 HSC 21, 31, 41, 24, 35, 45

Title:	H/616/5441 Introductory awareness of models of disability
Level:	2
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the difference between the medical and social models of disability	1.1 Describe the medical model of disability 1.2 Describe the social model of disability 1.3 Describe when each model of disability is used in service delivery
2. Understand how the adoption of models of disability impacts on the wellbeing of individuals	2.1 Explain how each model of disability impacts on an individual's: • inclusion • rights • autonomy • health needs 2.2 Describe how work based practice can support the principle of inclusion

Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to provide the learner with an introduction to the medical and social models of disability
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Sensory Services 1, 2, 3, 10, 11

Title:	R/616/5452 Understand the diversity of individuals with dementia and the importance of inclusion
Level:	3
Credit Value:	3
GLH:	23
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of equality, diversity and inclusion in dementia care and support	1.1 Explain how legislation, government policy and agreed ways of working support inclusive practice for dementia care and support 1.2 Explain what is meant by the term equality: • diversity • inclusion • anti-discriminatory practice 1.3 Describe ways in which an **individual** with dementia may experience discrimination 1.4 Explain the effects of discrimination on an individual with dementia
2. Understand that each individual's experience of dementia is unique	2.1 Explain why it is important to recognise and respect the diversity of individuals 2.2 Explain the differences in the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person 2.3 Describe how an individual's experience of dementia may be affected by: • a learning disability • cultural background • approaching end of life or significant events 2.4 Explain how an individual's dementia can impact on carers and others
3. Understand the importance of working in a person-centred way	3.1 Explain how person-centered working can ensure that an individual's needs are met

	3.2 Describe ways of helping an individual's carers or **others** understand the principles of person-centred care 3.3 Identify practical ways of helping the individual with dementia maintain their identity

Additional information about this unit

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

Unit aim (s)	This unit provides knowledge for those who are considering working with individuals with dementia in a wide range of settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 21, 31, 41, 24, 35, 45

Title:	A/616/5476 Work with other professionals and agencies to support individuals with a physical disability
Level:	2
Credit Value:	3
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand types of social care provision for individuals with physical disabilities	1.1 Describe different social care provision for individuals with physical disabilities 1.2 Describe the different types of **support and assistance** that may be required at home 1.3 Describe the types of support an individual may require in the community/workplace 1.4 Identify equipment that may be used by the individual: • in the home • in the community/workplace
2. Understand the of support provided by professionals and agencies working with individuals with physical disabilities	2.1 Identify agencies and other professionals who provide support to individuals with physical disabilities 2.2 Explain why it is important for different agencies to work together to support individuals with physical disabilities
3. Be able to work in partnership with other professionals and agencies to support individuals with physical disabilities	3.1 Work in partnership with other professionals and agencies for the benefit of the individual 3.2 Involve the individual in joint working with other professionals and agencies 3.3 Produce records to document the involvement of other **professionals** and agencies in line with procedures or **agreed ways of working**
Additional information about this unit:	

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

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 aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/5474 Provide active support to individuals
Level:	2
Credit Value:	3
GLH:	11

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Understand how active support translates values into person-centred practical action with an individual	1.1 Explain how the key characteristics of active support differ from the hotel model
	1.2 Define the terms:
	  • promoting independence
	  • informed choice
	  • valued life
	1.3 Explain how the use of active support can promote an individual's:
	  • independence
	  • ability to make informed choices
	  • access to a valued life

2. Be able to interact positively with individuals to promote participation	2.1 Explain the three elements in positive interaction that promote an individual's participation in activity 2.2 Break a routine task into manageable steps for an individual 2.3 Provide different levels of help to support an individual to participate in a task or activity 2.4 Positively reinforce an individual's participation in an activity
3. Be able to implement person-centred daily plans to promote participation	3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement 3.2 Use a structured person-centered format to ensure that a valued range of activities for an individual is available 3.3 Use a structured format to plan support for an individual to participate in activities

4. Be able to maintain person- centred records of participation	4.1 Record an individual's participation in activities
	4.2 Describe changes in an individual's participation over time
	4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle

Additional information about this unit

N/A

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LO 2, 3, and 4 must be assessed in real work environment
Details of the relationship of the unit and relevant National Occupational Standards	Active support is referenced throughout the majority of the HSC NOS Links to HSC 25 and 234

Title:	D/616/5437 Understanding autistic spectrum conditions
Level:	2
Credit Value:	2
GLH:	17

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of autism as a spectrum	1.1 Describe why autism is considered as a spectrum 1.2 Identify other conditions associated with the autistic spectrum

2. Understand the characteristics of autistic spectrum conditions	2.1 Describe a range of behavioural characteristics associated with autistic spectrum conditions
	2.2 Outline reasons why individuals with an autistic spectrum condition exhibit characteristic behaviours
	2.3 Outline challenges that **individuals** with an autistic spectrum condition may have with:
	  • social interaction
	  • relationships
	  • communication with **others**
	  • fixed patterns of behaviour
	2.4 Outline the sensory difficulties experienced by individuals with an autistic spectrum condition

3. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	3.1 Explain why it is important to use person-centered support when working with individuals with an autistic spectrum condition
	3.2 Identify support networks for an individual with an autistic spectrum condition that are
	  • formal
	  • informal
	3.3 Explain why it is important to involve others in a person-centred approach to the support of individuals with an autistic spectrum condition

		3.4 Describe ways of working that contribute towards the learning of an individual with an autistic spectrum condition
		3.5 Describe the action to take if an individual is highly anxious or stressed
4. Understand how to communicate effectively with individuals on the autistic spectrum		4.1 Explain the effects of own communication style when working with individuals with an autistic spectrum condition
		4.2 Identify environmental factors that affect communication with an individual
		4.3 Describe how to reduce barriers to communication with an individual
		4.4 Outline visual communication systems which support individuals who have an autistic spectrum condition
		4.5 Identify where to access support about effective communication with an individual

Additional information about this unit

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 aim (s)	The unit provides knowledge about autistic spectrum conditions and the skills required for working with individuals with an autistic s
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	D/616/5440 The principles of sensory loss
Level:	2
Credit Value:	2
GLH:	16
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the causes and indicators of **sensory loss**	1.1 Identify causes of sensory loss 1.2 Define the terms: • congenital loss • acquired sensory loss 1.3 Describe indicators of sensory loss
2. Know how to report concerns about an individual's sensory loss	2.1 Explain when to report concerns about an individual's sensory loss 2.2 Explain how to report concerns about an individual's sensory loss 2.3 Describe where to find advice and support in relation to an individual's sensory loss
3. Understand **factors** that impact on an individual with sensory loss	3.1 Describe how factors of daily living have an impact on individuals with sensory loss 3.2 Identify steps to manage factors that have an impact on individuals with sensory loss

Additional information about this unit

Sensory loss could include:

- Sight loss
- Hearing loss
- Deaf blindness
- Loss of taste
- Loss of touch
- Loss of smell

Factors could include:

- Communication
- Information
- Familiar layouts and routines
- Mobility
- Attitudes and beliefs

Unit aim (s)	The purpose of this unit is to provide the learner with an introduction to the principles of sensory loss
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/5480 Provide support for therapy sessions
Level:	2
Credit Value:	1
GLH:	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the benefits of therapy sessions	1.1 Identify **therapy sessions in** which an **individual** may participate 1.2 Describe how therapy sessions can benefit an individual
2. Provide support in therapy sessions	2.1 Identify with the individual their preferences and requirements for the therapy session 2.2 Provide support during a therapy session that takes account of: • the therapist's directions • the individual's preferences, needs and requirements 2.3 Promote **active participation** during the session 2.4 Describe ways to overcome fears or concerns an individual may have about a therapy session
3. Contribute to the review of therapy sessions	3.1 Contribute to a review of therapy sessions to identify issues and progress 3.2 Contribute to agreeing changes to therapy sessions with the individual and **others**

Additional information about this unit

Therapy sessions may include:

- occupational therapy

- physiotherapy

- hydrotherapy

- aromatherapy

- reflexology

- massage

- acupuncture

- nutritional therapy

- Bowen technique

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 aim (s)	The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, and the review of therapy sessions.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

Details of the relationship of the unit and relevant National Occupational Standards	HSC212

Title:	J/616/5481 Understand and implement a person-centred approach to the care and support of individuals with dementia
Level:	2
Credit Value:	2
GLH:	11
Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1. Understand the importance of a person-centred approach to dementia care and support	1.1 Describe what is meant by a person-centred approach 1.2 Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support
2. Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach	2.1 Explain how information about personality and life history can be used to support an individual living with dementia 2.2 Communicate with an individual with dementia using methods that meets the individual's: • abilities • needs 2.3 Involve an individual with dementia in identifying and managing risks for their care and support plan 2.4 Involve an individual with dementia in opportunities that meet their agreed: • abilities • needs • preferences
3. Be able to involve carers and others in the care and support of individuals with dementia	3.1 Explain how to increase a carer's understanding of: • dementia • a person-centred approach 3.2 Involve **carers** and **others** in the support of an individual with dementia

Additional information about this unit

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5482 Support individuals to negotiate environments
Level:	2
Credit Value:	3
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the factors that impact on an individual being able to negotiate their environment	1.1 Identify **conditions and/or disabilities** that may impact on an individual's ability to negotiate: • familiar environments • unfamiliar environments 1.2 Describe environmental factors that impact on an individual's ability to negotiate: • familiar environments • unfamiliar environments
2. Prepare to support an individual to negotiate an environment	2.1 Describe own role in supporting an individual to negotiate an environment 2.2 Identify the barriers that need to be addressed for an individual to negotiate an environment 2.3 Use **resources** that are available to support the individual to negotiate an environment
3. Support an individual to negotiate an environment	3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment 3.2 Address the identified environmental barriers to support an individual to negotiate an environment 3.3 Provide information which supports the individual when negotiating an environment

4. Review support provided to an individual to negotiate an environment	4.1 Record the individuals' responses to negotiating an environment
	4.2 Record observations f about the individual's ability to negotiate an environment
	4.3 Feedback recorded observations to **others**
	4.4 Describe own contributions to supporting an individual to negotiate an environment
	4.5 Adapt own practice to meet the needs of the individual

Additional information about this unit

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

| Unit aim (s) | The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments |

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment
Details of the relationship of the unit and relevant National Occupational Standards	Sensory Services 8,9,10,11

Title:	R/616/5483 Contribute to supporting individuals in the use of assistive technology
Level:	2
Credit Value:	2
GLH:	6
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the range and purpose of assistive technology available to support individuals	1.1 Define the term assistive technology 1.2 List assistive technology aids 1.3 Explain the functions of the assistive technology aids identified 1.4 Describe how assistive technology aids can be utilised to promote: • Participation • Access • Inclusion
2. Contribute to the use of assistive technology	2.1 Support an individual to access information about assistive technology 2.2 Support an individual to use assistive technology following instructions and agreed ways of working 2.3 Support an individual to review the effectiveness of the assistive technology used 2.4 Provide feedback to others on the effectiveness of assistive technology
Additional information about this unit N/A	
Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning Outcome 2 must be assessed in real work environment
Details of the relationship of the unit and relevant National Occupational Standards	Sensory Services 4,5,6,7,9,11

Title:	T/616/5461 Principles of supporting an individual to maintain personal hygiene
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
2. Know how to support an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an individual 2.2 Identify routines that contribute to good personal hygiene 2.3 Describe how to support an individual to develop and improve personal hygiene routines 2.4 Explain how to support the wishes, needs and preferences of an individual whilst maintaining their independence during personal hygiene routines 2.5 Describe how to maintain the dignity of an individual when supporting intimate personal hygiene 2.6 Describe risks to own health in supporting an individual's personal hygiene routines and how to reduce them 2.7 Identify others involved in supporting an individual to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of underlying personal issues	3.1 Identify underlying personal issues that cause poor personal hygiene

	3.2 Describe how to address underlying personal issues in relation to poor personal hygiene
Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge and understanding of providing hygiene 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	K/616/5487 Approaches to enable rights and choices for individuals with dementia whilst minimising risks
Level:	2
Credit Value:	3
GLH:	23
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Outline **legislation** for an individual with dementia that relates to the: • fulfilment of rights and choices • minimising of risk of harm 1.2 Describe how **agreed ways of working** relate to the rights of an individual with dementia 1.3 Explain why it is important <u>not to</u> assume that an individual with dementia cannot make their own decisions 1.4 Explain how the **best interests** of an individual when planning and delivering care and support 1.5 Explain what is meant by providing care and support to an individual with dementia in the least restrictive way
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	2.1 Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia 2.2 Explain respect for the **physical space** of an individual with dementia 2.3 Explain respect for the **social or emotional space** of an individual with dementia 2.4 Describe the need for an awareness of the life history and culture of an individual with dementia to maintain their dignity 2.5 Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia

3.	Support individuals with dementia to achieve their potential	3.1	Demonstrate how the physical environment may enable an individual with dementia to achieve their potential
		3.2	Demonstrate how the social environment may enable an individual with dementia to achieve their potential
		3.3	Support an individual with dementia to use their abilities during personal care activities
		3.4	Explain how the attitudes of **others** may enable an individual with dementia to achieve their potential
4.	Work with carers who are caring for individuals with dementia	4.1	Identify anxieties common to **carer** of an individual with dementia
		4.2	Outline the legal rights of the carer in relation to an individual with dementia
		4.3	Involve carers in planning support that enables the rights and choice and protects an individual with dementia from harm
		4.4	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
		4.5	Support carers to enable an individual with dementia to achieve their potential

Additional information about this unit

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 aim (s)	This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 3 and 4 must be assessed in the workplace environment.

Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	K/616/5439 Understand the impact of Acquired Brain Injury on individuals
Level:	2
Credit Value:	3
GLH:	25
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand Acquired Brain Injury	1.1 Describe Acquired Brain Injury 1.2 Identify causes of **Acquired Brain Injury**
2. Understand the effects of Acquired Brain Injury on individuals	2.1 Identify initial effects of Acquired Brain Injury on an **individual** 2.2 Identify long term effects of Acquired Brain Injury on an individual
3. Understand the communication needs of an individual with Acquired Brain Injury	3.1 Explain what is meant by the terms • dysphasia • dysarthria 3.2 Describe the **communication challenges** presented by • dysphasia • dysarthria 3.3 Identify communication strategies for supporting an individual with Acquired Brain Injury
4. Understand the effects that Acquired Brain Injury may have on an individual's personality	4.1 Describe changes in an individual's personality that may occur as a result of Acquired Brain Injury 4.2 Describe the effects that the individual's personality changes may have on those providing support
5. Understand the impact of challenging behaviour on an individual with Acquired Brain Injury and those providing support	5.1 Describe behaviours which may be considered challenging 5.2 State what to do to avoid confrontation with someone who is distressed 5.3 Describe how challenging behaviour impacts on own feelings and attitudes 5.4 Identify what **support** is available to respond to **challenging behaviour**

	5.5 Describe how to report challenging behaviour

Additional information about this unit

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 needs can include
- Word-finding
- Indistinct speech

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 could include
- Physical violence
- Threatening language
- Sexual inhibitions
- Non compliance
- Aggressive outbursts
- Self-injury, including ingesting or inhaling foreign bodies
- Property destruction
- Socially inappropriate behaviour

Unit aim (s)	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 careers.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/5484 Contribute to supporting individuals with a learning disability to access healthcare
Level:	2
Credit Value:	3
GLH:	27

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1 Outline what is meant by a rights based approach to accessing healthcare 1.2 Identify legislation which supports a rights based approach to accessing healthcare 1.3 Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to **individuals** with a learning disability 1.4 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 1.5 Describe the actions to take if an individual cannot give informed consent to the treatment
2. Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1 List **healthcare services** that an individual with a learning disability may need to access 2.2 Describe the work of each type of healthcare service 2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual 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	3.1 Explain how **plans for healthcare** can be of benefit to an individual with a learning disability

		3.2 Identify regular health checks that an individual may have to support good health and well being
		3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing
4.	Be able to contribute to plans for healthcare with individuals with a learning disability	4.1 Work with an individual and **others** to identify healthcare services the individual may require
		4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services
		4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan
		4.4 Contribute to the review of plans for healthcare with the individual and others
5.	Be able to support individuals to overcome barriers to accessing healthcare services	5.1 Identify **barriers** to accessing healthcare services that an individual with a learning disability may experience
		5.2 Identify reasons why an individual may be reluctant to access healthcare services
		5.3 Demonstrate ways to overcome barriers to accessing healthcare services
		5.4 Support the individual to access information about healthcare services in their preferred format
6.	Be able to support individuals with a learning disability to use healthcare services	6.1 Provide agreed support to enable the individual to use healthcare services
		6.2 Support the individual to understand the reasons why they are being offered treatment
		6.3 Support the individual to understand the short and long term effects of treatment
		6.4 Ensure the individual is able to give informed consent to their treatment in line with current legislation
		6.5 Record details of a healthcare visit in a format that the individual can understand
		6.6 Ensure that information is shared in line with agreed ways of working

Additional information about this unit

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. 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 aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 26 and 225

Title:	M/616/5488 Understanding and enabling assisting and moving individuals
Level:	2
Credit Value:	4
GLH:	26

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the key concepts of manual handling in relation to assisting and moving individuals	1.1 Define the term manual handling 1.2 Describe the following terms in relation to moving and assisting **individuals**: • risk • **hazards** • risk assessment • care plan • **ergonomic approach** 1.3 Describe how **current legislation** relates to assisting and moving individuals 1.4 Identify **agreed ways of working** that relate to assisting and moving individuals
2. Understand the impact of assisting and moving for workers and individuals	2.1 Describe the basic anatomy of the human body and how it is affected by assisting and moving 2.2 Describe a range of aids and **equipment** that is available for assisting and moving individuals 2.3 Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques 2.4 Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques 2.5 Describe the potential legal consequences of injuries to the individual

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

5. Be able to support the individual to prepare before assisting and moving	5.1 Communicate to ensure that, where applicable, the individual: • can provide valid consent where appropriate • can participate in the procedure • can communicate how much they wish to do for themselves • can agree the level of support required • understands why and how an action/activity is being undertaken 5.2 Describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment 5.3 Describe where to seek advice and assistance if the individual's wishes conflict with their care plan
6. Be able to assist and move an individual in accordance with the individual's risk assessment and care plan	6.1 Demonstrate that the care plan is followed in a way that is satisfactory to the individual. 6.2 Communicate with the individual throughout, in order to provide support and reassurance 6.3 Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort 6.4 Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position 6.5 Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction 6.6 Communicate with any co-workers throughout the manoeuvre where appropriate 6.7 Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self
7. Be able to report and record changes that may affect the individual's care and support plan for assisting and moving	7.1 Describe what changes may occur in relation to: • the individual • environment • equipment

	• how this may impact on the care and support plan of an individual 7.2 Describe how changes should be reported and recorded 7.3 Record and report necessary information in line with agreed ways of working

Additional information about this unit

Individuals - People requiring health and care services

Hazards - Items with the potential to cause harm

Ergonomic approach - The applied science of equipment design, as for the workplace, intended to maximise productivity by reducing operator fatigue and discomfort

Current Legislation:
- HASAWA Health and Safety at Work Act (1974)
- MHSWR Management of Health & Safety at Work (1999)
- MHOR Regulations Manual Handling Operations Regulations (1990)
- LOLER/PUWER Lifting operations and lifting equipment regulations (1998)/Provision and
- use of work equipment (1998)
- RIDDOR Reporting of injuries, diseases and dangerous occurrences (1995)
- Human Rights Act 1998
- Mental Capacity Act 2005
- Disability Discrimination Act 1995
- Equality Act 2010

Agreed ways of working - Include policies and procedures where these exist; they may be less formally documented with micro-employers. This includes appropriate clothing/footwear relevant to tasks

Equipment e.g.
- Hoist
- Lifting cushion
- Slide sheets

Others, e.g.
- Care worker
- Carers

- Colleagues
- Managers
- Social worker
- Occupational therapist
- GP
- Speech & language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral nurses
- Independent mental capacity advocate
- Independent mental health advocate
- Community psychiatric nurse
- Dementia care advisor
- Advocate
- Support groups

Dignity - Bearing, conduct, or speech indicative of self-respect or appreciation of the formality or gravity of an occasion or situation

Unit aim (s)	This unit covers the movement, assistance and positioning of individuals as part of their care and support plan. This unit promotes the risk reduction strategy as identified through the individual's risk assessment. The unit is aimed at learners who may work in diverse settings and who will be assisting and moving individuals who have a range of abilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/5491 Understand how to support individuals to be part of a community
Level:	2
Credit Value:	3
GLH:	16
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of social inclusion for individuals and communities	1.1 Define the concept of: • social inclusion • social exclusion • community 1.2 Outline the difference between community presence and community participation. 1.3 Outline the benefits of social inclusion for: • individuals • communities
2. Understand social exclusion and the consequences for individuals and communities	2.1 Identify groups of people who are vulnerable to social exclusion. 2.2 Describe ways in which individuals may be excluded within local communities. 2.3 Describe ways to address exclusion within local communities. 2.4 Describe the consequences of social exclusion for: • individuals • communities
3. Understand how the social inclusion of individuals can be supported	3.1 Give examples of key legislation that aims to promote social inclusion and reduce social exclusion 3.2 Give examples of how barriers to social inclusion can be addressed to include: • Positive roles • Positive images • Person centred approaches • Participation and involvement of individuals 3.3 Give examples of roles that support social inclusion

4. Understand how to support the social inclusion of individuals.	4.1 Outline **person centred approaches** to support social inclusion of individuals to include: • **Active participation** • Effective communication 4.2 Give examples of activities that can be used to support an individual to have a positive role within the community. 4.3 Give examples of ways to support an individual to develop a positive self-image and sense of identity within the community

Additional information about this unit

Person-centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care support.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Unit aim (s)	The purpose of this unit is to develop the learner's understanding and knowledge of how to support individuals to be part of their community.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/5494 Contribute to the support of infection prevention and control in social care
Level:	2
Credit Value:	3
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand infection prevention and control	1.1 Identify how infections are spread 1.2 Describe how breaking the **chain of infection** minimises the spread of infection 1.3 Identify **individuals** who may be more vulnerable to infection 1.4 Describe how individuals can be supported to minimise the spread of infection 1.5 Identify where you might seek advice when you have concerns about possible or identified infections
2. Understand the need to ensure infection prevention and control policies and guidelines are applied within different settings	2.1 Identify how infection prevention and control policies and guidelines can be applied in own **work setting** 2.2 Identify how infection prevention and control practices may differ across work settings while complying with policies and guidelines
3. Be able to demonstrate how personal hygiene can help to prevent and control infections	3.1 Describe how personal hygiene can support the prevention and control of infections 3.2 Demonstrate how own personal hygiene reflects the policies and guidelines of the work setting 3.3 Identify why hand hygiene should be carried out 3.4 Carry out hand hygiene following work setting policies and guidance 3.5 Support others to carry out hand hygiene

4. Be able to take steps to reduce the likelihood of infection in the work setting	4.1 Explain how to manage coughing and sneezing to minimise the spread of infection 4.2 Explain how to manage spilled blood and body fluids in line with policies and guidance 4.3 Describe what to do if you are exposed to a risk of infection through **injuries** 4.4 Manage own work environment to help to minimise spread of infection 4.5 Use and dispose of personal protective equipment in line with policies and guidance 4.6 Dispose of waste safely whilst following agreed ways of working 4.7 Support **others** to recognise how to minimise the spread of infection 4.8 Complete records for the prevention and control of infection in line with policies and guidance

Additional information about this unit

Chain of infection relates to the 6 links in the recognised chain of infection

Individual is requiring care or support

Work settings may include:
- Individuals in own home
- Community environments
- Hospitals
- Residential care homes
- Nursing homes

Injuries could be acquired in or outside the work setting and may include:
- Sharp injuries
- Cuts
- Bites
- Burns
- Broken skin
- Spitting

Others may include:
- People who use services

- Care or support staff
- Colleague
- Manager
- Non-direct care or support staff
- Carers
- Families
- Visitors
- Contractors
- Volunteers
- Other professionals

Unit aim (s)	The purpose of this unit is to develop the learner's knowledge, understanding and skill when contributing to the support of infection prevention and control.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/5453 Principles of positive risk taking for individuals with disabilities
Level:	2
Credit Value:	2
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Know the importance of risk taking in everyday life for individuals with disabilities	1.1 Identify areas of risk for individuals which occur during daily routines.
	1.2 Identify daily routines in which, traditionally, individuals with disabilities were not encouraged to take risks
	1.3 Outline the impacts of preventing or discouraging individuals with disabilities from taking risks
	1.4 Explain how **positive risk-taking** supports individuals to:
	  • gain self-confidence
	  • develop skills
	  • take an active part in own community

2. Understand person-centred risk assessment	2.1 Identify the features of a person-centred approach to risk assessment 2.2 Explain how a person-centred approach to risk assessment supports positive outcomes
3. Understand legislation and policies in relation to positive risk taking	3.1 Identify legislation and policies which promote the rights of individuals with disabilities 3.2 Describe person-center approaches to risk management
4. Understand how to support individuals with disabilities in decisions about risk taking	4.1 Explain the balance between an individual's right to take risks and their responsibilities towards self and others 4.2 Define 'Duty of care' 4.3 Outline how 'Duty of care is maintained whilst supporting individuals to take risks

		4.4 Describe ways of enabling individuals with disabilities to make informed choices in relation to risk taking 4.5 Outline the challenges that may arise when supporting individuals to make decisions in relation to risk taking. 4.6 Explain the impacts of choices made by an individual in relation to risk taking 4.7 Describe action to take if an individual decides to take a risk that places themselves or others in danger 4.8 Explain the reasons for recording and reporting all incidents, discussions and decisions concerning risk taking
5	Understand how to support individuals with disabilities to manage identified risks	5.1 Explain the reasons for identifying risks in an individual's support plan 5.2 Explain why risks in an individual's support plan should be reviewed 5.3 Outline the reasons for working in a consistent way with others supporting an individual 5.4 Describe ways of supporting individuals to manage risks

Additional information about this unit

Positive risk taking is:

Positive risk-taking is: weighing up the potential benefits and harms of exercising one choice of action over another. Identifying the potential risks involved, and developing plans and actions that reflect the positive potentials and stated priorities of the service user.

Where a risk assessment is needed, a decision then has to be taken about whether or not positive risk-taking is necessary to achieve certain outcomes for the person concerned. It will not always be appropriate to take positive risks but this has to be determined in partnership with the person affected, and their family where appropriate.

Unit aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	Links to HSC 240

Title:	T/616/5475 Support individuals to maintain personal hygiene
Level:	2
Credit Value:	2
GLH:	17

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

| 3. Understand when poor hygiene may be an indicator of other underlying personal issues | 3.1 Identify underlying personal issues that may be a cause of poor personal hygiene |
| | 3.2 Describe how **underlying personal issues** might be addressed |

Additional information about this unit

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
- Shaving

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 27, 29, 218, 219, 220

Title:	F/616/5477 Understand the benefits of engaging in activities in social care settings
Level:	2
Credit Value:	2
GLH:	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of activity on physical and mental well-being	1.1 Outline the consequences of prolonged activity on an individual's physical and mental state 1.2 Describe the ways in which the experience of an activity can be positive 1.3 Explain the relationship between a positive experience of an activity and physical and mental well-being 1.4 Describe the ways in which the experience of an activity can be negative 1.5 Explain the relationship between a negative experience of an activity and physical and mental ill-being
2. Understand the social benefits of activities	2.1 Describe the social benefits of engaging in person-to-person activity 2.2 Describe the social benefits of engaging in group activity 2.3 Identify **activity approaches** that focus on social interaction 2.4 Explain how activity provision can be used to encourage social interaction
3. Understand how activity can be the basis for a model of care and support	3.1 Describe how care workers can embed activity provision into their role 3.2 Identify ways in which an activity provider can contribute to an activity-based model of care 3.3 Explain how **carers** can be supported to participate in an activity-based model of care 3.4 Explain ways in which activities can be used to create a **team culture** in a care setting

Additional information about this unit:

Activity Approaches:
- Reminiscence
- Group work

Team Culture

Team:
- Individuals
- Carers
- Care Workers
- Managers/Supervisors
- Activity Co-ordinators/Providers

Culture:
- Inclusion
- Belonging
- Acceptance
- Valuing
- Comfort

Carers:
- Partner
- Family
- Friends
- Neighbours

Unit aim (s)	Understanding the benefits of engaging in activities to enhance well-being, physical, mental and social well-being in a diverse range of settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5496 Contribute to promoting nutrition and hydration in health and social care settings
Level:	2
Credit Value:	4
GLH:	28
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the principles of a balanced diet	1.1 Outline current government nutritional guidelines for a balanced diet 1.2 List the main food groups 1.3 Identify sources of essential nutrients 1.4 Explain the importance of a balanced diet 1.5 Explain the impact of poor diet on health and wellbeing
2. Be able to work with others to plan and promote a balanced diet in health and social care settings	2.1 Outline the factors that may affect nutritional intake in individuals 2.2 Describe how a healthy diet can be adapted for different groups 2.3 Work with **others** to plan an appropriate balanced diet with an individual 2.4 Work with others to promote an appropriate balanced diet when supporting an individual 2.5 Outline ways that others can be supported to understand a healthy diet for individuals
3. Understand the principles of hydration	3.1 Explain the importance of hydration 3.2 Outline the signs of dehydration 3.3 Explain the impact of dehydration on an individual's health and wellbeing
4. Be able to carry out role in promoting hydration in health and social care settings	4.1 Outline the factors that may affect hydration 4.2 Describe how hydration can be promoted for different groups of people

		4.3 Demonstrate ways of working with the individual and others to promote hydration
5.	Know how to prevent malnutrition	5.1 List the signs of malnutrition 5.2 Describe the risk factors that may lead to **malnutrition** 5.3 Outline ways of increasing nutritional density of foods and drinks through fortification 5.4 Outline appropriate use of nutritional supplements
6.	Be able to carry out role in screening and monitoring nutrition and hydration	6.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual 6.2 Complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working 6.3 Explain actions to take when there are concerns about the nutrition and hydration of individuals 6.4 Demonstrate how to plan, monitor and record nutrition and hydration using a plan of care when supporting an individual
7.	Know the importance of special dietary requirements in health and social care settings	7.1 Identify instances where individuals have special dietary requirements 7.2 Outline special diets 7.3 Outline the potential risks of not following a special diet

Additional information about this unit

Others could include:

- Speech and language therapists (SALT)
- Nutritionals
- Manager
- Family
- Friends
- Chef
- Dietician
- Carers

Signs of **malnutrition** could include:

- Loss of fat
- Breathing difficulties
- Depression
- Abnormally low body temperature (hypothermia)
- Depression
- Reduced muscle mass
- Longer healing times – wounds/illnesses
- Tiredness, fatigue, apathy
- Irritability

Unit aim (s)	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in promoting health and wellbeing through nutrition, hydration and the following of a care plan.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	H/616/5438 Understand physical disability
Level:	2
Credit Value:	2
GLH:	19

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the value and capability of individuals	1.1 Explain the value of a person as an **individual** 1.2 Describe how an individual's strengths and abilities are identified 1.3 Describe how to work in a person-centred way
2. Understand physical disability	2.1 Describe physical disability 2.2 Describe congenital disability 2.3 Describe progressive disability
3. Understand how individuals with physical disability can be supported	3.1 Identify social and physical barriers that can have a disabling effect on an individual 3.2 Identify positive and negative attitudes towards individuals with a disability 3.3 Describe steps that can be taken to challenge and change discriminatory attitudes 3.4 Describe the impact of disability legislation on community attitudes and practices 3.5 Describe the effects that having a physical disability can have on a person's **day to day life** 3.6 Identify the importance for the individual of positive risk-taking
4. Understand the importance of independence and inclusion for individuals with physical disabilities	4.1 Describe how the individual can be in control of their care needs and provision of social care services 4.2 Describe the importance of supporting independence and inclusion within the community

	4.3 Describe how to assist with independence and inclusion within the community
Additional information about this unit 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	K/616/5473 Support person-centred thinking and planning
Level:	2
Credit Value:	5
GLH:	45
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Identify the beliefs and values on which person-centred thinking and planning is based 1.2 Define: • personalisation • person-centred thinking • person-centred planning • person-centred reviews 1.3 Describe the difference that person-centred thinking can make to **individuals** and their families 1.4 Describe examples of **person-centred thinking tools** 1.5 Explain what is meant by a one page profile. 1.6 Describe the person-centred review process
2. Understand the context within which person-centred thinking and planning takes place	2.1 Outline current legislation, policy and guidance underpinning person-centred thinking and planning 2.2 Describe the relationship between person-centred planning and personalised services 2.3 Identify ways that person-centred thinking can be used: • with individuals • in **teams** 2.4 Compare person centred thinking and personalisation
3. Understand own role in person-centred planning, thinking and reviews	3.1 Describe own role in person-centred thinking, planning and reviews when supporting individuals

		3.2 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
		3.3 Describe how these challenges might be overcome
4. Be able to apply person-centred thinking in relation to own life		4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
		4.2 Describe own relationship circle
		4.3 Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life
		4.4 Describe how to prepare for own person-centred review
5. Be able to implement person-centred thinking and person-centred reviews		5.1 Use person-centred thinking to know and act on what is important to the individual
		5.2 Establish with the individual how they want to be supported
		5.3 Use person-centred thinking to know and respond to how the individual communicates
		5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life
		5.5 Support the individual in their relationships and in being part of their community using person-centred thinking
		5.6 Ensure that the individual is central to the person-centred review process
		5.7 Explain how to ensure that actions from a review happen

Additional information about this unit:

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
- 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LO 5 must be assessed in a real work situation
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/5467 Contribute to supporting group care activities
Level:	2
Credit Value:	3
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the place of group care activities in the care and support of individuals	1.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being 1.2 Identify when a group care activity may be the best way to meet an **individual**'s care or support needs 1.3 Explain the dilemmas which may arise when providing support for individuals through group care activities
2. Be able to contribute to the development of a supportive group culture	2.1 Support group members to understand the benefits of group activities 2.2 Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and **well-being** 2.3 Describe ways to support group members to resolve any conflicts that may arise amongst themselves
3. Be able to contribute to the implementation of group care activities	3.1 Work with individuals and others to agree approaches, content and methods for group care activities 3.2 Carry out agreed role to support individuals and the group during activities 3.3 Address any adverse effects and maximise benefits for individuals during group activities 3.4 Maintain records about group care activities in line with agreed ways of working

4. Be able to contribute to the evaluation of group care activities	4.1 Contribute to agreeing with individuals and **others** the processes, roles and criteria for assessing group care activities
	4.2 Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities
	4.3 Describe ways to ensure that individuals and others are actively involved in the evaluation
	4.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals
5. Understand the place of **group care activities** in the care and support of individuals	5.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being
	5.2 Identify examples of when a group care activity may be the best way to meet an individual's care or support needs
	5.3 Explain why dilemmas may arise when providing support for individuals through group care activities

Additional information about this unit

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 aim (s)	Unit aim (s) This unit aims to give the learner understanding and knowledge in their role within relation to providing support for group activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5465 Support care plan activities
Level:	2
Credit Value:	2
GLH:	13

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare to implement **care plan** activities	1.1 Identify sources of information about the **individual** and their specific care plan activities 1.2 Establish the individual's preferences when carrying out care plan activities 1.3 Confirm **others** understanding of the support required for care plan activities
2. Be able to support care plan activities	2.1 Demonstrate how to provide support for activities in line with the care plan and with **agreed ways of working** 2.2 Demonstrate how to encourage **active participation** of the individual in care plan activities 2.3 Adapt the actions to reflect the individual's needs or preferences during care plan activities
3. Maintain records of care plan activities	3.1 Record specific information about implementation of care plan activities, in line with agreed ways of working 3.2 Record any signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised
4. Be able to contribute to reviewing activities in the care plan	4.1 Describe own and roles of others in reviewing care plan activities 4.2 Seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences

	4.3 Contribute to the review of how well specific care plan activities meet the individual's needs and preferences 4.4 Contribute to the agreement on changes that may need to be made to the care plan as a result of the review

Additional information about this unit

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	D/616/5499 Gain access to the homes of individuals, deal with emergencies and ensure security on departure
Level:	2
Credit Value:	2
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1 Access the organisational information about general **requirements** for entering and leaving individuals' homes 1.2 Identify special requirements and individual preferences for entering and leaving an individual's home
2. Gain entry to individuals' homes	2.1 Inform the individual and **others** about a planned visit in agreed ways 2.2 Identify self on arrival by agreed means 2.3 Gain entry to the individual's home in agreed ways
3. Be able to take appropriate action when unable to gain entry to individuals' homes	3.1 Identify possible reasons for being unable to gain entry, using agreed ways of working 3.2 Agree with others what steps to take if entry cannot be gained after further efforts 3.3 Record and report on actions taken when unable to access an individual's home in line with organizational policies and procedures. 3.4 Explain why it is important to record and report on difficulties with access in line with organisational policies and procedures
4. Be able to deal with emergencies encountered after gaining entry	4.1 Describe different emergencies that may be encountered when gaining entry to an individual's home

		4.2	Demonstrate how to deal with an **emergency** encountered after gaining entry, using agreed ways of working
		4.3	Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed in line with organisational policies and procedures
5. Ensure security when leaving individuals' homes		5.1	Implement general and specific requirements about leaving an individual's home in line with organisational policies and procedures
		5.2	Ensure that an individual's home is secure when leaving the premises
6. Review procedures for entering and leaving individuals' homes		6.1	Support the individual to give feedback on arrangements for entering and leaving their home
		6.2	Support the individual to understand any difficulties encountered in accessing and leaving their home, and the associated risks that may arise
		6.3	contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements for entering and leaving their home
		6.4	Demonstrate how to carry out agreed changes in arrangements for entering and leaving the individual's home in line with organisational policies and procedures

Additional information about this unit

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

Emergencies include any situation presenting immediate danger to the individual or others

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. All learning outcomes must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	A/616/5445 Basic awareness of diabetes
Level:	2
Credit Value:	2
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by diabetes	1.1 Describe what is meant by the term diabetes 1.2 Explain: • Type 1 diabetes • Type 2 diabetes 1.3 Describe signs and symptoms that indicate an individual may have diabetes
2. Know risk factors for developing type 2 diabetes	2.1 Identify risk factors associated with the development of type 2 diabetes 2.2 Describe ways that individuals can reduce their risk of developing Type 2 diabetes 2.3 Explain the health consequences of developing type 2 diabetes
3. Know the treatment and options for individuals with diabetes	3.1 Explain the **treatments and other support** available for individuals with diabetes: 3.2 Describe the importance of self-care for the individual with diabetes 3.3 Explain the tests used to **monitor** diabetes
4. Understand how to respond to hypoglycaemia	4.1 Define the term hypoglycaemia 4.2 Explain the **possible** causes of hypoglycaemia 4.3 Identify List the signs and symptoms of hypoglycaemia 4.4 Describe what action to take if an individual has hypoglycaemia
5. Understand the links between diabetes and other conditions	5.1 Describe the impact of **intercurrent illness** on individuals with diabetes

	5.2 Explain how treatment for diabetes may need to be changed during intercurrent illness
	5.3 Describe the links and possible complications between diabetes and:
	• dementia
	• depression
	• pregnancy

Additional information about this unit

Treatments and other support:
- Nutritional
- Medication
- Exercise

Tests used to monitor to include:
- Eye screen
- Foot screen
- Blood pressure
- Blood tests
- Urine tests
- Annual tests
- Daily or more frequent tests

Possible – including non-concordance with current medication and intercurrent illness

Intercurrent illness – a disease occurring during the course of another disease with which it has no connection

Unit aim (s)	The unit will enable learners to have a basic knowledge of diabetes, the risks associated with development of diabetes and to explore treatment options including self-care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/616/5449 Principles of supporting individuals with a learning disability to access healthcare
Level:	2
Credit Value:	3
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legislation, policies and guidance relevant to **individuals** with a learning disability accessing healthcare	1.1 Describe what is meant by a rights based approach to accessing healthcare 1.2 Identify the legislation which supports a rights based approach to accessing healthcare 1.3 Describe how healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability 1.4 Explain why it is important to ensure an individual is able to give informed consent to their prescribed course of treatment in line with legislation, policies or guidance 1.5 Describe the actions to take if an individual cannot give informed consent to the prescribed course of treatment
2. Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1 Identify a range of **healthcare services** that an individual with a learning disability may need to access 2.2 Describe the work of each type of healthcare service 2.3 Explain how to gain access to each type of healthcare service
3. Understand the role of professionals within different healthcare services that an individual with a learning disability may need to access	3.1 Identify the role and responsibility of the different professionals working in different types of healthcare services 3.2 Describe the work of each type of professional working in the different types of healthcare services

4. Understand how care plans and regular health checks underpin long-term health and well-being for individuals with a learning disability	4.1 Explain how **care plans** can be of benefit to an individual with a learning disability 4.2 Identify a range of regular health checks that an individual may have in order to support good health and well being 4.3 Outline how missing regular health checks may increase the risk of poor health and well-being for the individual 4.4 Explain the importance of supporting the individuals' preferences in relation to **treatments available**
5. Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services	5.1 Identify **barriers** to accessing healthcare services that an individual with a learning disability may experience 5.2 Describe ways to overcome barriers to accessing healthcare services 5.3 Describe reasons why an individual with a learning disability may be reluctant to access healthcare services 5.4 Identify a range of resources that may be helpful to an individual with a learning disability when assessing healthcare services

Additional information about this unit

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

Healthcare services may include:
- Primary healthcare services
- Acute healthcare services
- Specialist healthcare services
- Community Healthcare services

Care Plans – 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. It assesses knowledge that underpins unit LD 208S Support individuals with a learning disability to access healthcare, and must be achieved with that unit to confirm competence.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	T/616/5444 Understand the principles of supporting individuals with end of life care
Level:	2
Credit Value:	3
GLH:	11
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand different perspectives on death and dying	1.1 Outline **factors** that can affect an individual's views on death and dying 1.2 Outline factors that can affect own views on death and dying 1.3 Outline factors relating to own views on death and dying and how this impacts on own practice 1.4 Define how attitudes of **others** may influence an individual's choices around death and dying
2. Understand the aims, principles and policies of end of life care	2.1 Explain the aims and principles of end of life care 2.2 Explain why it is important to support an **individual** in a way that promotes their choice, rights and dignity 2.3 Explain the stages of the local end of life care pathway 2.4 Describe the principles of advance care planning 2.5 Define local and national policy and guidance for care after death
3. Understand factors regarding communication in end of life care	3.1 Explain how an individual's priorities and the ability to communicate may vary over time 3.2 Explain own role in responding to key questions and instructions from individuals and others regarding their end of life experience 3.3 Outline strategies to manage emotional responses from individuals and others 3.4 Explain the importance of sharing appropriate information in accordance

	with principles and local policy on confidentiality and data protection
4. Understand how to access a support services available to individuals and others.	4.1 Identify a **support services and facilities** available to an individual and others 4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team 4.3 Identify the potential barriers an individual may face when accessing end of life care 4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care

Additional information about this unit

Factors may include:
- Social
- Cultural
- Religious
- Spiritual
- Psychological
- Emotional

Others may include:
- Partner
- Family
- Friends
- Neighbours
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

Individual - is the person receiving support or care in the work setting.

Support services and facilities may include, e.g.
- Pastoral services
- Other professionals
- Citizen's advice
- Self-help organisations
- Hospices

Unit aim (s)	The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in end of life care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	F/616/5463 Provide support for journeys
Level:	2
Credit Value:	3
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors to consider when planning to support individuals on journeys	1.1 Describe different **aspects and factors** to consider when planning a journey with an individual 1.2 Describe different risks that may arise and ways to minimise these 1.3 Describe different types of communication technology that can support planning and making journeys safely
2. Be able to support individuals to plan journeys	2.1 Agree with the individual the level and type of support needed for planning and making a journey 2.2 Support the individual to research a journey that they wish to make 2.3 Support the individual to develop a plan for a journey that promotes **active participation** and reflects **agreed ways of working**
3. Be able to support individuals when making journeys	3.1 Support the individual in line with the journey plan 3.2 Describe ways to deal with unforeseen problems that may occur during a journey
4. Be able to review the support provided for individuals when making journeys	4.1 Describe what factors should be considered when reviewing support for the journey 4.2 Seek feedback from the individual on the support provided for the journey 4.3 Contribute to reviewing support for the journey 4.4 Revise the journey plan to take account of the review in line with agreed ways of working

Additional information about this unit

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 aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Assessment criteria 2.1,2,3. 3.1, and 4.2,3,4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	H/616/5472 Contribute to support of positive risk-taking for individuals
Level:	2
Credit Value:	3
GLH:	14

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the importance of risk-taking in everyday life	1.1 Identify the different aspects of everyday life in which risk plays a part 1.2 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
2. Understand the importance of positive, **person-centred** risk assessment	2.1 Explain how a person-centred approach to risk assessment can support positive outcomes 2.2 Identify the features of a person-centred approach to risk assessment
3. Know how legislation and **policies** are relevant to positive risk taking	3.1 Identify legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights
4. Be able to support individuals to make informed choices about taking risks	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and **others** 4.2 Support the individual to access and understand information about risks associated with choices 4.3 Support the individual to explore the potential positive and negative consequences of choices

	4.4 Support the individual to make an informed decision about their preferred option and the associated risks
	4.5 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking
5. Be able to contribute to the support of individuals to manage identified risks	5.1 Use an individual's support plan to record identified risks
	5.2 Support the individual to carry out the risk they wish to take, in line with **agreed ways of working**
	5.3 Explain the importance of working within the limits of own role and responsibilities
	5.4 Contribute to the review of risks in an individual's support plan
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Outline how the principle of duty of care can be maintained whilst supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places them or others in immediate or imminent danger

Additional information about this unit

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Assessment criteria 4.2,3,4 and 5.1,2,4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	J/616/5478 Working as part of a team in an adult care setting
Level:	2
Credit Value:	2
GLH:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand **teams** and teamwork in the workplace	1.1 Explain what is meant by the terms 'team' and 'teamwork' 1.2 Describe how the work of **teams** supports the achievement of workplace objectives 1.3 Explain lines of reporting and responsibility in the team
2. Understand the principles that underpin effective teamwork	2.1 Describe why teams need: • clear objectives • clearly defined roles and responsibilities 2.2 Identify how to support positive and effective communication between team members 2.3 Define confidentiality within the context of teamwork 2.4 Describe how the values of own organisation influences how the team functions
3. Understand the effect of conflict within teams	3.1 Describe how conflicts may arise in teams 3.2 Describe how conflict can affect team effectiveness 3.3 Give examples of how effective teams may deal with conflicts
4. Be able to work as part of a team	4.1 Identify own role and responsibilities in the team 4.2 Fulfil own responsibilities within the team 4.3 Identify the contribution of other team members to the team

	4.4 Seek support and advice from other team members
	4.5 Communicate effectively with other team members
	4.6 Offer support to other team members
	4.7 Review own strengths and areas for development in working in the team

Additional information about this unit	
Teams could include: • Multi-agency • Multi-disciplinary	
Unit aim (s)	The purpose of this unit is to develop the learners' knowledge, skills and understanding of working as part of a team in health and social care or children and young people's setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles. Assessment criteria 4.2,4,5,6,7 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	Contribute to the effectiveness of teams.

Title:	F/616/5446 Stroke awareness
Level:	2
Credit Value:	2
GLH:	9
Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1. Understand what a stroke is	1.1 Define the term stroke 1.2 Identify the changes in the brain associated with a stroke (Cerebral Vascular Accident) 1.3 Explain other conditions that may be mistaken for stroke 1.4 Explain the differences between stroke and a Transient Ischaemic Attack (TIA)
2. Know how to recognise stroke	2.1 Identify the signs and symptoms of stroke 2.2 Identify the key stages of stroke 2.3 Describe the **assessment tests** that are available to enable listing of the signs and symptoms 2.4 Describe the potential changes that an individual may experience as a result of stroke
3. Understand the management of risk factors for stroke	3.1 Identify the **common risk factors** for stroke 3.2 Describe how risk factors may vary in different **settings** 3.3 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
4. Understand the importance of emergency response and treatment for stroke	4.1 Describe why stroke is a medical emergency 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working 4.3 Identify the key stages of stroke 4.4 Identify the correct early positioning for airway management

	4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident
5. Understand the management of stroke	5.1 Describe why effective stroke care is important to the management of stroke 5.2 Identify agencies or resources available to **individuals** and **others** affected by stroke

Additional information about this unit	
Assessments tests refers to FAST – Face, Arms, Speech, Time **Common risk factors** include: • Genetic • Lifestyle • Ethnicity • Age • Other medical conditions **Settings** – this may vary according to the health and social care setting of the individual e.g. residential or domiciliary environment An **individual** is someone accessing care or support **Others** may include: • Family members • Friends • Advocates • Other professionals • Carers	
Unit aim (s)	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following a stroke.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF

	Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	H/616/5455 Contribute to the support of individuals with multiple conditions and/or disabilities
Level:	2
Credit Value:	3
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand impact of multiple conditions or disabilities on individuals	1.1 Describe what is meant by the term multiple conditions or disabilities 1.2 Describe how multiple conditions /or disabilities impact on individuals' well-being and quality of life
2. Know the support available for individuals with multiple conditions /or disabilities	2.1 Describe roles of a range of professionals who support individuals with multiple conditions and disabilities 2.2 Identify equipment available to support the needs of individuals with multiple conditions or disabilities 2.3 Identify resources that are available to support individuals' with multiple conditions or disabilities 2.4 Describe how informal networks can support individuals with multiple conditions or disabilities
3. Contribute to the support of individuals with multiple conditions **or** disabilities	3.1 Contribute to identification of needs and preferences of an individual with multiple conditions or disabilities 3.2 Support an individual to participate in an activity following agreed ways of working
4. Evaluate own contribution to the support of an individual for an **activity**	4.1 Reflect on own contribution in supporting an individual with multiple conditions and/or disabilities to participate in an activity 4.2 Access additional advice or guidance to improve own practice when supporting

	an individual with multiple conditions or disabilities
Additional information about this unit N/A	
Unit aim (s)	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 disabilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and RQF's assessment principles Assessment criteria 3.1,2 and 3 and 4.2 and 3 must be assessed in a real work environment
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	K/616/5375 First aid essentials
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the remit of a first aider	1.1 Identify the role and responsibilities of a first aider 1.2 Identify how to minimise the risk of infection to self and others 1.3 Identify the need for establishing consent to provide first aid 1.4 Identify the first aid equipment that should be available. 1.5 Describe the safe use of first aid equipment
2. Be able to assess an incident	2.1 Conduct a scene survey 2.2 Conduct a primary survey of a casualty 2.3 Explain when to call for help
3. Be able to manage an unresponsive casualty who is breathing normally	3.1 Assess a casualty's level of consciousness 3.2 Open a casualty's airway and check breathing 3.3 Identify when to place an unconscious casualty into the recovery position 3.4 Place an unresponsive casualty in the recovery position 3.5 Manage a casualty who is in seizure
4. Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation 4.2 Demonstrate Cardio Pulmonary Resuscitation using a mannequin 4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children.
5. Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a: • Partially blocked airway • Completely blocked airway

		5.2	Administer first aid to a casualty who is choking
6.	Be able to manage a casualty with external bleeding	6.1 6.2	Identify the types of external bleeding Control external bleeding
7.	Be able to manage a casualty who is in shock	7.1 7.2	Recognise shock Administer first aid to a casualty who is in shock
8.	Be able to manage a casualty with a minor injury	8.1 8.2 8.3	Administer first aid to a casualty with small cuts, grazes and bruises Administer first aid to a casualty with minor burns and scalds Administer first aid to a casualty with small splinters

Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to assess the knowledge, understanding and skills required to deal with the range of emergencies requiring first aid in the workplace.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	J/616/5450 Understand the role of communication with individuals who have dementia
Level:	3
Credit Value:	3
GLH:	26
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of positive interactions with individuals with dementia	1.1 Explain the positive approaches and validation model for working with an individual with dementia 1.2 Explain how positive interactions with individuals who have dementia can contribute to their wellbeing 1.3 Explain the benefits of involving individuals with dementia in a range of activities
2. Understand that individuals with dementia can communicate in different ways	2.1 Identify how individuals with dementia can communicate through their behaviour 2.2 Explain the importance of effective communication to an individual with dementia 2.3 Describe how different forms of dementia may affect the way an individual communicates
3. Understand the factors which can affect communication for individuals with dementia	3.1 Explain how different forms of dementia may affect the way an individual communicates 3.2 Explain why physical and mental health factors may need to be considered when communicating with an individual who has dementia 3.3 Describe how to support different communication abilities of

	individuals with dementia who have sensory impairment
	3.4 Describe the impact the behaviours of **carers** and **others** may have on an individual with dementia
	3.5 Explain how the use of language can affect positive interactions and communication

Additional information about this unit

Others e.g.
- 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 e.g.
- Partner
- Family
- Friends
- Neighbours

Unit aim (s)	This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5367 Understand the administration of medication to individuals with dementia using a person-centred approach
Level:	3
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the common medications available to, and appropriate for, individuals with dementia	1.1 Identify the most common medications used in your place of work to treat symptoms of dementia 1.2 Describe how commonly used medications affect individuals with dementia 1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia 1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication 1.5 Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	2.1 Describe person-centred ways of **administering** medicines whilst adhering to administration instructions in line with the requirements of the Mental Capacity Act 2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication

Additional information about this unit

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

Unit aim (s)	This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	T/616/5458 Support use of medication in social care settings
Level:	3
Credit Value:	5
GLH:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the legislative framework for the use of medication in adult care settings	1.1 Explain the legislation that governs the use of medication in adult care settings 1.2 Outline the legal classification system for medication 1.3 Explain why policies and procedures must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	2.1 Identify common types of medication 2.2 Identify the conditions that common types of medications are prescribed for 2.3 Describe changes to an **individual's** physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in: • prescribing medication • dispensing medication • supporting use of medication 3.2 Explain roles and responsibilities relating to use of 'over the counter' remedies and supplements
4. Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.1 Describe materials and equipment that can assist in administering medication

5.	Be able to receive, store and dispose of medication supplies in line with agreed ways of working	5.1 5.2 5.3	Receive supplies of medication Store medication Dispose of unused or unwanted medication
6.	Know how to promote the rights of the individual when managing medication	6.1 6.2 6.3 6.4	Explain the principles of administering medication Explain how risk assessment can be used to support an individual's independence in managing medication Describe the ethical issues that may arise over the use of medication Describe how ethical issues can be addressed
7.	Be able to support the use of medication	7.1 7.2 7.3 7.4 7.5	Access information about an individual's medication Support an individual to use medication in ways that promote hygiene, safety, dignity and **active participation** Ensure that medication is used or administered correctly Manage practical difficulties that arise when medication is used Describe how to access further information and support about the use of medication
8.	Be able to record and report on use of medication	8.1 8.2 8.3	Record use of medication Record changes in an individual associated with medication Report issues associated with medication

Additional information about this unit

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.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcomes 5, 7 and 8 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.
Details of the relationship of the unit and relevant National Occupational Standards	HSC375 HSC221 HSC236

Title:/	**L/616/5479 Introduction to personalisation in social care**

Level:	3
Credit Value:	3
GLH:	22

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the meaning of personalisation in social care	1.1 Define the term 'personalisation' as it applies in social care 1.2 Explain how personalisation can benefit individuals 1.3 Explain the relationship between rights, choice and personalisation 1.4 Identify legislation, other national policy documents and local codes of practice that promote personalisation
2. Understand systems that support personalisation	2.1 Identify local and national systems that are designed to support personalisation 2.2 Describe the impact that personalisation has on the process of commissioning social care 2.3 Explain how direct payments and individual budgets support personalisation
3. Understand how personalisation affects the way support is provided	3.1 Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation 3.2 Describe how personalisation affects the balance of power between individuals and those providing support 3.3 Give examples of how personalisation may affect the way an **individual** is supported on a day to day basis
4. Understand how to implement personalisation	4.1 Describe the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation

	4.2 Identify potential barriers to personalisation
	4.3 Describe ways to overcome barriers to personalisation in day to day work
	4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Additional information about this unit

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC24, HSC35, HSC346, HSC3119

| **Title:** | **H/616/5469 Meet food safety requirements when providing food and drink for individuals** |

Level:	2
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of food safety measures when providing food and drink for **individuals**	1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink 1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals 1.3 Explain why personal protective clothing should be used when handling food and drink 1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task 1.5 Explain the importance of clearing and disposing of food waste promptly and safely 1.6 Explain the importance of storing different types of food and drink safely
2. Be able to maintain hygiene when handling food and drink	2.1 Explain when hands must be washed to maintain food hygiene 2.2 Demonstrate effective hand-washing for handling food and drink 2.3 Use personal protective clothing to maintain hygiene when handling food and drink 2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task

3. Be able to meet safety requirements when preparing and serving food and drink for individuals	3.1 Describe practices to control hazards when preparing and serving food and drink
	3.2 Prepare food and drink in ways that minimise risks to own safety and that of **others**
	3.3 Serve food and drink in ways that minimise risks to own safety and that of others
4. Be able to meet safety requirements when clearing away food and drink	4.1 Clear away food and drink in ways that minimise risks to own safety and that of others
	4.2 Dispose of food waste promptly and safely
	4.3 Clean utensils and equipment effectively after use
	4.4 Store utensils and equipment safely
5. Be able to store food and drink safely	5.1 Describe practices to control food safety hazards when storing different types of food and drink
	5.2 Store different types of food and drink safely
6. Understand how to access additional advice or support about food safety	6.1 Identify sources of information about food safety
	6.2 Explain how to access advice and support about own role in maintaining food safety when providing food and drink for individuals

Additional information about this unit

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

Others may include:
- The individual
- Family and friends of the individual
- Colleagues

| **Unit aim (s)** | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 213

Title:	T/616/5377 Facilitate person centred assessment, planning, implementation and review
Level:	3
Credit Value:	5
GLH:	28
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of person centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and planning of care or support 1.2 Describe ways of supporting the **individual** to lead the assessment and planning process 1.3 Describe ways the assessment and planning process can be adapted to maximise an individual's ownership and control of it
2. Be able to facilitate person-centred assessment	2.1 Establish with the individual a partnership approach to the assessment process 2.2 Confirm with the individual how the process should be carried out and who else should be involved in the process 2.3 Agree with the individual and **others** the intended outcomes of the assessment process and **care plan** 2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs 2.5 Work with the individual and others to identify support requirements and preferences

3. Contribute to the planning of care or support	3.1 Take account of **factors** that influence the type and level of care or support to be provided 3.2 Work with the individual and others to explore **options and resources** for delivery of the plan 3.3 Contribute to a decision with others on how component parts of a plan will be delivered and by whom 3.4 Record the plan in a suitable format
4. Support the implementation of care plans	4.1 Carry out assigned aspects of a care plan 4.2 Support others to carry out aspects of a care plan for which they are responsible 4.3 Adjust the plan in response to changing needs or circumstances
5. Monitor a care plan	5.1 Agree methods for monitoring the way a care plan is delivered 5.2 Collate monitoring information from agreed sources 5.3 Record changes that affect the delivery of the care plan
6. Be able to facilitate a review of care plans and their implementation	6.1 Seek agreement with the individual and others about: • who should be involved in the review process • criteria to judge effectiveness of the care plan 6.2 Seek feedback from the individual and others about how the plan is working 6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives 6.4 Work with the individual and others to agree any **revisions** to the plan 6.5 Document the review process and revisions as required

Additional information about this unit

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 328 and HSC 329

Title:	Y/616/5498 Prepare environments and resources for use during healthcare activities
Level:	2
Credit Value:	3
GLH:	17
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to prepare and manage environments and resources for use during healthcare activities	1.1 Explain how the environment is prepared, maintained and sanitised to ensure it is ready for the healthcare activity 1.2 Describe the roles and responsibilities of team members in the preparation and management of the environment and resources 1.3 Explain how to report problems with the environment and who to report problems to 1.4 Describe the impact of environmental changes on resources including their storage and use
2. Prepare environments, medical equipment, devices and resources for use during healthcare activities	2.1 Apply the relevant health and safety measures to the healthcare activity and environment 2.2 Apply standard precautions for infection prevention and control 2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort 2.4 Ensure all essential resources are available in advance of planned healthcare activities 2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out 2.6 Report any problems with medical equipment, devices and resources as required

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

Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5451 Understand equality, diversity and inclusion in dementia care
Level:	2
Credit Value:	2
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand and appreciate the importance of the diversity of individuals with dementia	1.1 Explain the importance of recognising that **individuals** with dementia have unique needs and preferences 1.2 Describe ways of supporting **carers and others** to understand that an individual with dementia has unique needs and preferences 1.3 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals
2. Understand the importance of person centred approaches in the care and support of individuals with dementia	2.1 Describe how to assist an individual to feel valued, included and able to engage in daily life 2.2 Describe why individuals with dementia may feel isolated and excluded 2.3 Explain the importance of including the individual in all aspects of their care
3. Understand ways of working with a range of individuals who have dementia to ensure their diverse needs are met	3.1 Describe how the experience of an older individual with dementia may differ from the experience of a younger individual with dementia 3.2 Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins 3.3 Describe how to work in a person-centred way with an individual with a learning disability and dementia

Additional information about this unit

Individual is someone requiring care or support.

Carers and Others may include:
- Care Worker
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate

Unit aim (s)	This unit introduces the concept of equality, diversity and inclusion that are fundamental to person centred care practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development and RQF assessment principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	L/616/5501 Understand and enable interaction and communication with individuals with dementia
Level:	2
Credit Value:	2
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate with individuals with dementia	1.1 Describe how memory impairment can affect the ability of an individual with dementia to use language 1.2 Gather information from others about an individual's preferred methods of communication to enhance interaction 1.3 Use information about the communication abilities and needs of an individual with dementia to enhance interaction 1.4 Use a person-centred approach to enable an individual to demonstrate their communication abilities 1.5 Demonstrate how to adapt an interaction in order to meet the communication needs of an individual with dementia
2. Be able to apply interaction and communication approaches with individuals in dementia	2.1 Demonstrate different techniques that can be used to facilitate positive interactions with an individual with dementia 2.2 Use an individual's history in order to facilitate positive interactions 2.3 Explain how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interaction and communication
Additional information about this unit	

N/A	
Unit aim (s)	This unit provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development and RQF assessment principles. Assessment criteria 1.3,4,5. 2.1,2. need to be assessed in the workplace environment.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	Y/616/5503 Support families of individuals with acquired brain injury
Level:	2
Credit Value:	3
GLH:	24

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of working in a **family centred way**	1.1 Explain how to best identify the needs and wishes of the family 1.2 Explain the importance of the family's needs and wishes being fully taken into consideration
2. Understand the long term effects of acquired brain injury on the family	2.1 Describe the physical and psychological changes that may occur for family and friends as a result of caring for an **individual** with acquired brain injury 2.2 Explain the long term consequences for a family who care for an individual with an acquired brain injury, who may be: • minimally responsive • severe • mild to moderate 2.3 Describe the potential impact on families of : • **personality changes** in the individual • lack of **self-awareness in the individual** • the individual's increased dependence upon them
3. Apply legislation that is relevant to carers of individuals with acquired brain injury	3.1 Identify the appropriate legislation and policy specific to carers 3.2 Apply the key principles in legislation regarding carers of individuals with acquired brain injury to your own practice

4. Support families and friends who hold the primary caring role	4.1 Communicate with the family in order to identify what supports they may need 4.2 Demonstrate active listening and communication skills when supporting **primary carer(s)** 4.3 Contribute to the assessment of the primary carer's needs and wishes 4.4 Identify any additional support needs with the primary carer(s) 4.5 Record and report additional needs of primary carers in line with organisational and policy requirements
5. Know the support available from **other professionals and agencies**	5.1 Explain the roles and responsibilities of the different professionals and agencies who provide support to families of an individual with an acquired brain injury 5.2 Explain when referrals should be made to other professionals or agencies

Additional information about this unit:

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development and RQF assessment principles.
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	D/616/5504 Understand the factors that can influence communication and interaction with individuals who have dementia
Level:	2
Credit Value:	2
GLH:	9

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors affecting communication with individuals who have dementia	1.1 Explain how dementia can influence an individual's ability to communicate and interact 1.2 Identify other factors that may influence an individual's ability to communicate and interact 1.3 Explain how memory impairment may affect the ability of an individual with dementia to use: • verbal communication • non-verbal communication
2. Understand how a person-centred approach encourages communication with individuals with dementia	2.1 Explain how to identify the communication strengths and abilities of an individual with dementia 2.2 Describe how to adapt own style of communication to meet the needs, strengths and abilities of an individual with dementia 2.3 Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness 2.4 Explain how understanding an individual's biography / history can facilitate positive interactions 2.5 Explain how involving others may enhance interaction with an individual with dementia

Additional information about this unit:

N/A

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

Factors that may influence an individual's ability to communicate and interact eg. The environment, physical and psychological wellbeing, medication, anxiety, the use of communication skills and techniques.

| Unit aim (s) | 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. |
|---|---|

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development and RQF assessment principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC 21, 31, 41, 24, 35, 45

Title:	H/616/5505 Support participation in learning and development activities
Level:	2
Credit Value:	3
GLH:	23

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify why **individuals** may take part in activities for learning or development 1.2 Describe the benefits of activities for learning or development in which individuals may take part 1.3 Describe possible barriers to individuals engaging in learning or development activities 1.4 Explain why **active participation** is important when supporting individuals in learning or development activities 1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity
2. Be able to support individuals to prepare for taking part in learning and development activities	2.1 Support an individual to make informed decisions about their participation in a learning or development activity 2.2 Work with the individual and **others** to agree roles and responsibilities for supporting a learning or development activity 2.3 Support the individual before a learning or development activity to minimise any barriers to their participation
3. Be able to contribute to preparing the environment and resources for learning and development activities	3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity 3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity

4. Be able to support individuals to take part in learning and development activities	4.1 Describe ways of supporting the individual to take part in learning or development activities 4.2 Provide the agreed type and level of support to enable the individual to engage with an activity 4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation 4.4 Explain what action to take if the individual becomes distressed or feels unable to continue 4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity 4.6 Complete required records about the learning or development activity
5. Be able to contribute to the evaluation of learning or development activities	5.1 Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual 5.2 Support the individual to provide feedback on the activity and the support provided 5.3 Work with the individual and others to evaluate the learning or development activity 5.4 Work with the individual and others to agree and make changes to a learning or development activity or the support provided

Additional information about this unit:

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 who are important to the individual's well-being

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development and RQF assessment principles.
Details of the relationship of the unit and relevant National Occupational Standards	HSC211

Title:	D/616/5101 Support individuals to access and use information about services and facilities
Level:	2
Credit Value:	3
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know ways to support individuals to access information on services and facilities	1.1 Identify the types of **services and facilities** about which **individuals** may require information 1.2 Identify possible barriers to accessing and understanding information 1.3 Describe ways to overcome barriers to accessing information 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals 1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes 2.3 Support an individual to obtain selected information in their preferred format and language
3. Be able to work with individuals to access and use information about services and facilities	3.1 Support an individual to access the content of information about services and facilities 3.2 Demonstrate ways to check an individual's understanding of the information 3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation

	3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
4. Be able to support individuals to evaluate the information accessed on services and facilities	4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals

Additional information about this unit

Services and facilities may include:

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

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

Unit aim (s)	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 evaluate services and facilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0234.

Title:	M/616/5104 Assist in the administration of medication
Level:	2
Credit Value:	4
GLH:	25

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication
2. Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility 3.4 Describe the various aids which can be used to help **individuals** take their medication 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice

		3.6	Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
4.	Understand the requirements and procedures for ensuring an individual's safety	4.1	Explain the importance of identifying the individual for whom the medications are prescribed
		4.2	Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5.	Be able to prepare for the administration of medication	5.1	Obtain or confirm **valid consent** for the administration of medication
		5.2	Apply standard precautions for infection control
		5.3	Select, check and prepare the medication according to the medication administration record or medication information leaflet
		5.4	Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
		5.5	Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered
6.	Be able to assist in the administration of medication	6.1	Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
		6.2	Assist the individual to be as self-managing as possible
		6.3	Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
		6.4	Monitor the individual's condition throughout the administration process
		6.5	Explain the types of adverse effects that may occur and the action to take if they do

	6.6 Check and confirm that the individual has taken the medication and does not pass medication to others
7. Be able to contribute to the management of medications and administration records	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage 7.4 Maintain the confidentiality of information relating to the individual at all times 7.5 Check the stock level of medications and take action to obtain new stocks when required

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS2.

Title:	F/616/5107 Undertake personal hygiene activities with individuals
Level:	2
Credit Value:	3
GLH:	24

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1 Identify current legislation, national guidelines, **policies, procedures** and protocols in relation to undertaking personal hygiene activities with **individual**s 1.2 Explain the importance of complying with health and safety guidance 1.3 Explain the importance of using aseptic techniques
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan 3.2 Explain why resources should be prepared prior to commencing the activity 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan 3.4 Confirm the individual's identity and gain **valid consent** 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Be able to undertake personal hygiene activities with individuals	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection control 4.3 Carry out personal hygiene activities in accordance with the individual's care plan 4.4 Ensure that the individual's privacy and dignity is maintained

		4.5	Observe the individual while providing support and reassurance and address any concerns
		4.6	Describe action to take in response to adverse reactions
5.	Be able to record and report the outcome of the personal hygiene activity	5.1	Record the outcome of the personal hygiene activity
		5.2	Report the outcomes of the activity to a member of the care team in line with local policy

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

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

Unit aim (s)	The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a Care Plan is central to carrying out the activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS11.

Title:	H/616/5116 Support individuals to carry out their own health care procedures
Level:	2
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand health care procedures likely to be undertaken by individuals	1.1 Identify treatments and physical measurements likely to be undertaken by **individual**s 1.2 Explain reasons why physical measurements and specimens might need to be taken 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures
2. Be able to support individuals to prepare to carry out their own health care procedures	2.1 Establish with **others** own role in supporting individuals to carry out their own health care procedures 2.2 Promote safe storage of supplies 2.3 Support the individual to prepare equipment and the environment to carry out procedures 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of 2.5 Support the individual's understanding of techniques for procedures 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures
3. Be able to support individuals to carry out health care procedures	3.1 Assist the individual to carry out health care procedures in a way that promotes **active participation** 3.2 Promote safe disposal of supplies used for procedures

		3.3	Support the individual to record measurements and store records safely
4. Be able to monitor health care procedures undertaken by individuals		4.1	Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
		4.2	Record and report any adverse reactions or other concerns, in line with agreed ways of working
		4.3	Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed

Additional information about this unit

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

Others may include:

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

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

Unit aim (s)	This unit covers the knowledge and skills required to support individuals to carry out their own health care procedures.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0225.

Title:	F/616/5138 Support individuals to meet personal care needs
Level:	2
Credit Value:	2
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage the **individual** to communicate their needs, **preferences** and personal beliefs affecting their personal care 1.2 Establish the level and type of support and individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care
2. Be able to provide support for personal care	2.1 Obtain **valid consent** for activities 2.2 Support the individual to understand the reasons for hygiene and safety precautions 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care 2.5 Describe ways to ensure the individual can summon help when alone during personal care 2.6 Ensure safe disposal of waste materials
3. Be able to support individuals to use the toilet	3.1 Provide support for the individual to use toilet facilities in ways that respect dignity 3.2 Support the individual to make themselves clean and tidy after using toilet facilities 3.3 Support the individual to wash their hands after using the toilet
4. Be able to support individuals to maintain personal hygiene	4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care

	4.2 Ensure toiletries, materials and equipment are within reach of the individual 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation
5. Be able to support individuals to manage their personal appearance	5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure
6. Be able to monitor and report on support for personal care	6.1 Seek feedback from the individual and **others** on how well support for personal care meets the individual's needs and preferences 6.2 Monitor personal care functions and activities in agreed ways 6.3 Record and report on an individual's personal care in agreed ways

Additional information about this unit

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

Preferences may be based on:

- beliefs
- values
- culture

Valid consent must be in line with agreed UK country definition

Others may include:

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

Unit aim (s)	This unit covers the skills required to support individuals with their personal care needs. In includes monitoring and reporting on the personal care of individuals.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0218.

Title:	J/616/5044 Understand mental well-being and mental health promotion
Level:	3
Credit Value:	3
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental well-being and mental health
	
	1.2 Explain the range of factors that may influence mental well-being and mental health problems across the **life span**, including:
	  • biological factors
	  • social factors
	  • psychological factors
	  • emotional factors
	
	1.3 Explain how **risk factors** and **protective factors** influence levels of resilience in **individual**s and groups in relation to mental well-being and mental health

2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health 2.2 Explain how to support an individual in promoting their mental well-being and mental health 2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health 2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community 2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Additional information about this unit

Life span – learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Risk factors: including inequalities, poor quality social relationships

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

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

Unit aim (s)	This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to MH14.

Title:	L/616/5045 Causes and spread of infection
Level:	2
Credit Value:	2
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites 1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites 1.3 Describe what is meant by infection and colonisation 1.4 Explain what is meant by systemic infection and localised infection 1.5 Identify **poor practices** that may lead to the spread of infection 1.6 Identify how an understanding of poor practices, can be applied to own professional practice
2. Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms 2.2 Explain the ways an infective agent might enter the body 2.3 Identify common sources of infection 2.4 Explain how infective agents can be transmitted to a person 2.5 Identify the key factors that will make it more likely that infection will occur 2.6 Discuss the role of a national public health body in communicable disease outbreaks
Additional information about this unit **Poor practices**: soiled linen and clinical waste should be covered for 1.5 and 1.6	
Unit aim (s)	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 enters the body and key factors that may lead to infection occurring.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to IPC2.2012.

Title:	Y/616/5520 Dementia Awareness
Level:	2
Credit Value:	2
GLH:	7

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand dementia	1.1 Define the term 'dementia' 1.2 Describe key functions of the brain that are affected by dementia 1.3 Explain why depression, delirium and age related memory impairment may be mistaken for dementia
2. Understand models of dementia	2.1 Outline the medical model of dementia 2.2 Outline the social model of dementia 2.3 Explain why dementia should be viewed as a disability
3. Know types of dementia and their causes	3.1 List causes of dementia 3.2 Describe signs and symptoms of dementia 3.3 Identify causal risk factors for types of dementia 3.4 Identify prevalence rates for types of dementia
4. Understand an individual's experience of dementia	4.1 Describe how **individual**s may **experience living with dementia** 4.2 Outline the impact that the attitudes and behaviours of **others** may have on an individual with dementia

Additional information about this unit

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

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

Others may include:

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/5166 Move and position individuals in accordance with their care plan
Level:	2
Credit Value:	4
GLH:	26
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning **individual**s 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals 1.3 Describe health and safety factors in relation to moving and positioning individuals
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals 2.2 Describe the impact of specific conditions on the movement and positioning of an individual
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: • the individual's care plan • the moving and handling risk assessment 3.2 Identify any immediate risks to the individual 3.3 Describe the action to take in relation to identified risks 3.4 Describe the action to take if the individual's wishes conflict with their care plan 3.5 Prepare the environment ensuring: • adequate space for the move • potential hazards are removed 3.6 Apply standard precautions for infection control

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

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

Others may include:

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

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

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS6.2012.

Title:	T/616/5167 Support individuals to manage continence
Level:	2
Credit Value:	3
GLH:	19

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors that affect the management of continence	1.1 Explain how continence can affect an **individual**'s self-esteem, health and day to day activities 1.2 List **conditions** that can affect continence 1.3 Explain how continence issues can be transient in individuals 1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence 1.5 Describe ways to respect an individual's privacy whilst managing continence
2. Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express **preferences** and concerns about continence needs 2.2 Support the individual and their carers to understand the effects of lifestyle on continence 2.3 Explain how and when to access additional support in relation to the management of continence
3. Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual 3.2 Agree with the individual and their carers preferred times and places for using continence equipment 3.3 Agree the level and type of support required for use of continence equipment 3.4 Support the individual and their carers to use continence equipment in ways

	that respect dignity and privacy and promote **active participation**
4. Be able to maintain infection control when supporting individuals to manage continence	4.1 Identify risks that may arise while supporting individuals and their carers to manage continence 4.2 Encourage the individual and their carers to maintain personal hygiene whilst managing continence 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks 4.4 Dispose of used equipment and soiled materials 4.5 Ensure the environment is clean, tidy and accessible before and after use
5. Be able to monitor, record and report on support for managing continence	5.1 Monitor, record and report on support for managing continence

Additional information about this unit

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

Conditions may include:

- Congenital structural problems
- Disorders which affect nerve function of the bladder
- Overactive bladder disorder
- Enuresis/soiling
- Caffeine/fizzy drinks
- Polyuria

Preferences may be based on:

- beliefs
- values
- culture

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

Unit aim (s)	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. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0219.

Title:	A/616/5168 Obtain and test specimens from individuals
Level:	2
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens
2. Understand the processes involved in obtaining and testing specimens from individuals	2.1 Identify the different types of specimens that may be obtained 2.2 Describe the tests and investigations that may be carried out upon the specimens 2.3 Identify the correct equipment and materials used in the collection and transport of specimens
3. Be able to prepare to obtain specimens from individuals	3.1 Introduce yourself to the **individual**, and confirm the individual's identity 3.2 Explain the procedure and obtain **valid consent** 3.3 Ensure the individual's privacy and dignity is maintained at all times 3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure 3.5 Communicate with the individual in a medium appropriate to their needs and preferences 3.6 Demonstrate that the required preparations have been completed, including materials and equipment

4. Be able to obtain specimens from individuals	4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves 4.2 Describe possible problems in collecting specimens and how and when these should be reported 4.3 Demonstrate the correct collection, labelling and storage of specimens 4.4 Complete and attach relevant documentation
5. Be able to test specimens	5.1 Explain tests for a range of specimens obtained 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and **environment**
6. Be able to report on the outcomes on the test of specimens	6.1 Demonstrate the correct process for reporting and recording test results 6.2 Describe the actions to be taken when the results are outside the normal range 6.3 Communicate test results in accordance with agreed ways of working 6.4 Describe why it is important to understand the implications the test results may have on the individual

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

Environment to Include:
- Standard precautions for infection prevention and control
- Use of PPE

Unit aim (s)	The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS7.

Title:	H/616/5052 Understand mental health problems
Level:	3
Credit Value:	3
GLH:	16

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

Additional information about this unit

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

Assessment criteria 2.2 and 2.3 should cover:

Effects:

- psychological and emotional impacts

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

Unit aim (s)	This unit aims to provide the learner with knowledge of the main forms of mental ill health 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 ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC3111 and MH14.

Title:	Y/616/5176 Prepare individuals for healthcare activities
Level:	2
Credit Value:	2
GLH:	9

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an **individual** for healthcare activities 1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities	2.1 Greet the individual, introduce yourself and own role 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain **valid consent** 2.3 Maintain the individual's privacy and dignity at all times 2.4 Apply standard precautions for infection prevention and control 2.5 Confirm that the individual has complied with any pre-procedural instruction 2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and **preferences** 2.7 Respond to any questions the individual may have, referring to **others** when required 2.8 Prepare the individual for the healthcare activity in accordance to the requirements of the activity 2.9 Explain how to respond to any issue or emergency situation that arises
3. Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol 3.2 Describe how to report any issues that arise to the relevant person

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

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

Ensuring:
- optimal position of the individual
- optimal position of medical equipment
- secure storage of personal articles

Unit aim (s)	The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in the real work setting
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to GEN4.

Title:	T/616/5184 Assist the practitioner to carry out health care activities
Level:	2
Credit Value:	2
GLH:	13

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities	1.1 Summarise own roles, responsibilities and accountability with regard to: • current legislation • national guidelines • policies, protocols and good practice guidelines
2. Be able to assist the practitioner in carrying out health care activities	2.1 Identify the information needed by the practitioner: • prior to carrying out **health care activities** • during health care activities 2.2 Confirm the identity of the **individual** 2.3 Confirm **valid consent** has been obtained 2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice 2.5 Communicate information to other team members while maintaining confidentiality 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements 2.7 Collaborate during activities that require team work 2.8 Record information as directed by the practitioner in line with national and local policy

Additional information about this unit

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

Health care activities could include clinical or therapeutic activities **Valid consent** must be in line with agreed UK country definition.	
Unit aim (s)	This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to GEN8.

Title:	D/616/5194 Provide support to manage pain and discomfort
Level:	2
Credit Value:	2
GLH:	15

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

Additional information about this unit

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

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

Assessment tools includes the use of pain scores

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work situation.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0216 and SFHCHS164.

Title:	K/616/5196 Select and wear appropriate personal protective equipment for work in health care settings
Level:	2
Credit Value:	2
GLH:	15
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings 1.2 Explain standard precautions for infection prevention and control which affect own practice in • preparing for work • dressing for work 1.3 Explain how and when to cleanse own hands in line with local policy and protocol 1.4 Explain the importance of maintaining a professional appearance and presentation 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting
2. Be able to select and use personal protective equipment (PPE) in a healthcare setting	2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken 2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken 2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens 2.4 Remove and dispose of PPE in line with local policy and protocol 2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation 2.6 Describe the importance of promptly reporting reduction in stocks of PPE

	2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to GEN2.

Title:	H/616/5200 Monitor and maintain the environment and resources during and after health care activities
Level:	2
Credit Value:	3
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the procedures for monitoring and maintaining the environment and resources	1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability 1.2 Identify the procedures relating to monitoring the environment during specific **health care activities** in own work practice 1.3 Identify the **resources** needed during specific health care activities in own work practice 1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice 1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled
2. Be able to operate equipment	2.1 Explain the importance of ensuring equipment is safe to use 2.2 Apply standard precautions for infection control when handling equipment 2.3 Implement health and safety measures when handling equipment 2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice
3. Be able to monitor and maintain the environment and resources	3.1 Maintain environmental conditions at the levels required by the activity 3.2 Replenish and replace resources as required for the activity

	3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity
	3.4 Return unused and/or surplus resources to the correct storage location
	3.5 Store resources in line with local policy or protocol at the end of the activity
	3.6 Maintain monitoring records in line with national and local policies and protocols
4. Be able to clean resources in own work area	4.1 Maintain the levels of cleanliness required in own work area
	4.2 Clean fixed resources after use in line with national and local policies and protocols
	4.3 Clean reusable resources and make safe prior to storage
	4.4 Dispose of waste in line with national and local policy

Additional information about this unit:

Health care activities could include clinical or therapeutic activities

Resources are all equipment, items or materials used to undertake activities

Unit aim (s)	This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to GEN7.

Title:	M/616/5085 The principles of infection prevention and control
Level:	2
Credit Value:	3
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own and others roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control infection
2. Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Identify local and organisational policies relevant to the prevention and control of infection
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the **individual** and the organisation
4. Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment

5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1 Demonstrate correct use of PPE 5.2 Identify different types of PPE 5.3 Explain the reasons for use of PPE 5.4 State current relevant regulations and legislation relating to PPE 5.5 Describe employees' responsibilities regarding the use of PPE 5.6 Describe employers' responsibilities regarding the use of PPE 5.7 Describe the correct practice in the application and removal of PPE 5.8 Describe the correct procedure for disposal of used PPE
6. Understand the importance of good personal hygiene in the prevention and control of infections	6.1 Describe the key principles of good personal hygiene 6.2 Demonstrate good hand washing technique 6.3 Identify the correct sequence for hand washing 6.4 Explain when and why hand washing should be carried out 6.5 Describe the types of products that should be used for hand washing 6.6 Describe correct procedures that relate to skincare

Additional information about this unit	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to IPC01.2012.

Title:	F/616/5544 Contribute to the effectiveness of teams
Level:	2
Credit Value:	2
GLH:	5
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of own role and how it contributes to the team performance	1.1 Describe the team's overall objectives and purpose 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes 1.3 Identify other team members, their roles and responsibilities within the team 1.4 Explain their activities and ideas to other members in the team
2. Be able to reflect on own performance	2.1 Use feedback or suggestions from others to enable them to improve own practice within the team 2.2 Propose suggestions or ideas to benefit team members and improve team working 2.3 Undertake development and learning to interact with the team more effectively
3. Be able to manage time and commitments effectively	3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities 3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales
4. Be able to establish effective working relationships with all members of the team	4.1 Behave towards other team members in a way that supports the effective functioning of the team 4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view
Additional information about this unit	

Unit aim (s)	The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0241.

Title:	T/616/5217 Support individuals who are distressed
Level:	2
Credit Value:	3
GLH:	21

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand causes and effects of distress on individuals	1.1 Identify causes of distress 1.2 Describe signs that may indicate an **individual** is distressed 1.3 Explain how distress may affect the way an individual communicates
2. Understand potential impacts on own well-being when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own well being 2.2 Identify **sources of support** to manage own feelings when supporting an individual who is distressed
3. Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an individual who is distressed 3.2 Recognise signs of distress that indicate the need for specialist intervention 3.3 Describe how to access specialist intervention
4. Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and **preferences** of the individual 4.2 Work in ways to alleviate immediate distress 4.3 Respond to the individual's reactions 4.4 Involve **others** when supporting an individual who is distressed

5. Be able to support individuals to manage distress	5.1 Encourage the individual to express thoughts and feelings 5.2 Work with the individual and others to identify triggers for distress 5.3 Work with an individual and others to manage triggers or alleviate causes of distress 5.4 Encourage the individual to review ways of coping with distress
6. Be able to record and report on an individual's distress	6.1 Maintain records relating to the individual's distress and the support provided 6.2 Report on periods of distress in line with agreed ways of working

Additional information about this unit

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

Sources of support may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Preferences may be based on:
- beliefs
- values
- culture

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.

	Learning Outcomes 3, 4,5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0226.

Title:	A/616/5221 Support individuals undergoing healthcare activities
Level:	2
Credit Value:	3
GLH:	22

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Understand healthcare activities in order to support individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities
	1.2 Describe anatomy and physiology in relation to the healthcare activity
	1.3 Explain the purposes and use of medical equipment and devices required for the procedure
	1.4 Explain the roles and responsibilities of team members
	1.5 State protection/precautionary measures:
	  • for the procedure being carried out
	  • how they should be applied
	  • the implications and consequences of not applying these measures
	1.6 Explain how to manage the privacy and dignity of an **individual** in both conscious and unconscious states
	1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity

2. Be able to prepare individuals to undergo healthcare activities	2.1 Introduce self and confirm the individual's identity 2.2 Explain the procedure to the individual and **relevant others** 2.3 Confirm that **valid consent** has been obtained 2.4 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities

		2.5	Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities
		2.6	Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and **preferences**
		2.7	Refer any concerns or questions to others if unable to answer
		2.8	Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times
3. Be able to support individuals undergoing healthcare activities		3.1	Inform and reassure individuals
		3.2	Apply standard precautions for infection prevention and control
		3.3	Apply health and safety measures relevant to the healthcare activity and environment
		3.4	Recognise any ill effects or adverse reactions
		3.5	Take actions in response to any ill effects or adverse reactions
		3.6	Ensure that an individual's privacy and dignity are maintained at all times
4. Be able to support individuals following the healthcare activities		4.1	Provide the individual with the facilities and support for the period of recovery
		4.2	Monitor an individual and recognise signs of ill effects or adverse reactions
		4.3	Take action in response to any ill effects or adverse reactions
		4.4	Give individuals and relevant others instructions and advice, within scope of own role
		4.5	Explain how to confirm any requirements for transport and escorts and make the necessary arrangements
		4.6	Make records appropriate to the role
		4.7	Maintain confidentiality of information in accordance with guidelines and procedures

Additional information about this unit

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

Relevant others may include:
- Parent/s
- Carer
- Those with parental responsibility

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to GEN4 and GEN5.

Title:	H/616/5262 Support individuals to eat and drink
Level:	2
Credit Value:	2
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to support individuals to make choices about food and drink	1.1 Establish the individual's dietary requirements 1.2 Establish with the individual and **key people** the food and drink the individual wishes to consume 1.3 Encourage the individual to select suitable options for food and drink 1.4 Describe ways to resolve any concerns about the choice of food and drink 1.5 Describe how and when to seek guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	2.1 Identify support an individual requires when eating and drinking 2.2 Apply standard precautions for infection control 2.3 Support the individual to prepare to eat and drink 2.4 Provide suitable utensils to assist the individual to eat and drink
3. Be able to provide support for eating and drinking	3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking 3.2 Support the individual to consume manageable amounts of food and drink at their own pace 3.3 Encourage the individual to eat and drink 3.4 Support the individual to clean themselves if food or drink is spilt

	3.5	Respond to an individual's feedback or observed reactions while eating and drinking
4. Be able to clear away after eating and drinking	4.1	Explain why it is important to be sure that an individual has finished eating and drinking before clearing away
	4.2	Confirm that the individual has finished eating and drinking
	4.3	Clear away used crockery and utensils in a way that promotes **active participation**
	4.4	Support the individual to wash their hands and make themselves clean and tidy after eating and drinking
	4.5	Store or dispose any left-over food and drink
5. Be able to monitor eating and drinking and the support provided	5.1	Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
	5.2	Monitor, record and report: • the food and drink the individual consumes • any issues or concerns in relation to the individual and their eating and drinking
	5.3	Report support provided for eating and drinking

Additional information about this unit

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0213, SCDHSC0214

Title:	M/616/5264 Contribute to monitoring the health of individuals affected by health conditions
Level:	2
Credit Value:	2
GLH:	18
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the **health** of individuals affected by a health condition 1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what **observations** have been agreed to monitor the health condition of an individual 2.2 Carry out required observations in ways that: • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3. Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being 3.2 Record required indicators of an individual's condition 3.3 Report changes in the individual's condition 3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4. Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern 4.2 Work with **others** to review information about changes in an individual's health

| | 4.3 Clarify own understanding about changes to requirements for monitoring |
| | 4.4 Implement required changes to monitoring processes |

Additional information about this unit

Health may include aspects that affect:
• Physical health
• Psychological well-being

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

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0224.

Title:	F/616/5088 Cleaning, decontamination and waste management
Level:	2
Credit Value:	2
GLH:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning 1.2 Explain the purpose of cleaning schedules 1.3 Describe how the correct management of the environment minimises the spread of infection 1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process 2.2 Describe how and when cleaning agents are used 2.3 Describe how and when disinfecting agents are used 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process 2.5 Explain the concept of risk in dealing with specific types of contamination 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate 2.7 Describe how equipment should be cleaned and stored
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks 3.2 Explain how to dispose of the different types of waste safely and without risk to others 3.3 Explain how waste should be stored prior to collection 3.4 Identify the legal responsibilities in relation to waste management

	3.5 State how to reduce the risk of sharps injury
Additional information about this unit N/A	
Unit aim (s)	This unit aims 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to IPC3.2012.

Title:	T/616/5282 Principles of health promotion
Level:	2
Credit Value:	2
GLH:	13

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Describe factors that influence health	1.1 Define concepts of health and health promotion 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health 1.3 Explore national health policies and local initiatives
2. Explore behaviour change	2.1 Outline theories of behaviour change 2.2 Discuss factors that influence behaviour change 2.3 Investigate barriers to change
3. State the role of effective communication in health promotion	3.1 Identify appropriate and inappropriate methods of communication 3.2 Outline the range of health promotion communication methods 3.3 Discuss the effectiveness of health promotion materials

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to PHP13, 14, 15 & 16, OH2.2012, CVDED2 and CVD ED3.

Title:	A/616/5283 Promotion of general health and well-being
Level:	2
Credit Value:	2
GLH:	12

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Describe methods of health promotion planning	1.1 Outline the stages of a health promotion project 1.2 Distinguish between aims and objectives 1.3 Explain the importance of needs assessments
2. Identify opportunities for the practical application of health promotion	2.1 Recognise appropriate applications of own health promotion knowledge 2.2 Identify opportunities for health promotion within own workplace 2.3 Outline strategies for health promotion opportunities
3. Outline the scientific basis of health promotion	3.1 Describe the evidence available for the cause(s) of one body system-related disease 3.2 Identify the effect of this disease on general health and well-being 3.3 Review current methods of disease prevention 3.4 State appropriate health promotion messages

Additional information about this unit

N/A

Unit aim (s)	This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant National Occupational Standards	PHP13, 14, 15 & 16 CVD ED2 & 3 and CHD EB2.

Title:	R/616/5287 Contribute to the care of a deceased person
Level:	2
Credit Value:	3
GLH:	24

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the factors that affect how individuals are cared for after death	1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased **individual**s 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
2. Be able to contribute to supporting those who are close to deceased individuals	2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual 2.2 Support others immediately following the death of the individual in ways that: • reduce their distress • respect the deceased individual
3. Be able to contribute to preparing deceased individuals prior to transfer	3.1 Contact **key people** according to the deceased individual's personal beliefs, expressed wishes and **preferences** 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death

	3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified
	3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture
	3.5 Apply standard precautions for infection control during preparation of the deceased individual
	3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements
4. Be able to contribute to transferring deceased individuals	4.1 Contact appropriate organisations
	4.2 Carry out agreed role in transferring the deceased individual
	4.3 Record details of the care and transfer of the deceased individual
5. Be able to manage own feelings in relation to the death of individuals	5.1 Identify ways to manage own feelings in relation to an individual's death
	5.2 Access support systems to deal with own feelings in relation to an individual's death

Additional information about this unit

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

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Preferences may be based on:
- beliefs
- values
- culture

| **Unit aim (s)** | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0239.

Title:	Y/616/5288 Undertake physiological measurements
Level:	3
Credit Value:	3
GLH:	23
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure 2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals 2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings

		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
		2.6	Explain the major factors that influence changes in physiological measurements
		2.7	Explain the importance of undertaking physiological measurements
		2.8	Explain how **physiological measurements may need to be adapted** for the individual
3.	Be able to prepare to take physiological measurements	3.1	Explain to the **individual** what measurements will be undertaken and why these are done
		3.2	Reassure the individual during physiological measurements process
		3.3	Answer questions and deal with concerns during physiological measurements process
		3.4	Explain the help individuals may need before taking their physiological measurements
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
		3.6	Ensure all materials and equipment to be used are appropriately prepared
		3.7	Confirm the individual's identity and obtain **valid consent**
4.	Be able to undertake physiological measurements	4.1	Apply standard precautions for infection prevention and control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
		4.4	Monitor the condition of the individual throughout the measurement

	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues
5. Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements
	5.2 Explain a few common conditions which require recording of physiological measurements
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
	5.4 Record physiological measurements taken accurately using the correct documentation

Additional information about this unit

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

- size
- age
- stage of development

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

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS19.2012.

Title:	K/616/5246 Undertake agreed pressure area care
Level:	2
Credit Value:	4
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores 1.2 Identify pressure sites of the body 1.3 Identify factors which might put an **individual** at risk of skin breakdown and pressure sores 1.4 Describe how incorrect handling and moving techniques can damage the skin 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores 1.6 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care 2.2 Describe agreed ways of working relating to pressure area care 2.3 Describe why team working is important in relation to providing pressure area care
3. Be able to follow the agreed care plan	3.1 Describe why it is important to follow the agreed care plan 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care

		3.4 Describe actions to take where any concerns with the agreed care plan are noted 3.5 Identify the pressure area risk assessment tools which are used in own work area 3.6 Explain why it is important to use risk assessment tools
4.	Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure 4.2 Describe safe use of aids and equipment 4.3 Identify where up-to-date information and support can be obtained about: • materials • equipment • resources
5.	Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines 5.2 Obtain **valid consent** for the pressure area care
6.	Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes **active participation** • promotes partnership working 6.2 Apply standard precautions for infection prevention and control 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing 6.4 Move an individual using approved techniques and in accordance with the agreed care plan 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions

| | 6.6 Communicate effectively with the individual throughout the intervention |
| | 6.7 Complete all records and documentation accurately and legibly |

Additional information about this unit
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner
Valid consent must be in line with agreed UK country definition
Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Unit aim (s)	This unit covers 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS5.

Title:	L/616/5241 Obtain and test capillary blood samples
Level:	3
Credit Value:	4
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting
3. Be able to prepare to obtain capillary blood samples	3.1 Confirm the individual's identity and obtain valid consent 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences and age 3.3 Provide support and reassurance to address the individual's needs and concerns 3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences

4. Be able to obtain capillary blood samples	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection prevention and control 4.3 Describe the different reasons for obtaining capillary blood samples 4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual 4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures 4.6 Obtain blood samples in the correct sequence when obtaining multiple samples 4.7 Ensure stimulation of blood flow 4.8 Select alternative sites where necessary 4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site 4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure 4.11 Explain the correct process for labelling and other protocols in relation to blood samples 4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
5. Be able to test and record the results of blood samples	5.1 Test the sample using the approved method in line with organisational procedure 5.2 Describe normal or expected results for particular tests 5.3 Recognise and interpret normal, expected and abnormal results 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required 5.5 Record results fully and accurately and forward according to local requirements

6. Be able to pass on the results of blood samples	6.1 Communicate the results of the tests and any further action required to the individual
	6.2 Respond to questions and concerns from individuals, providing accurate information
	6.3 Refer issues outside own responsibility to an appropriate staff member

Additional information about this unit

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

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one-year-old, as venepuncture may be the preferred method depending on the type of sample and quantity required.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to CHS131.

Title:	J/616/5240 Support individuals at the end of life care
Level:	3
Credit Value:	6
GLH:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care 1.2 Analyse the impact of national and local drivers on current approaches to end of life care 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 1.4 Identify the key people and services who may be involved in delivery of end of life care 1.5 Explain the concept of holistic care at the end of life 1.6 Describe the triggers that suggest individuals are nearing the end of life
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care 2.3 Explain why support for an individual's health and well-being may not always relate to their terminal condition

3. Understand advance care planning in relation to end of life care	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2	Explain the purpose of advance care planning in relation to end of life care
	3.3	Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
	3.4	Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
4. Be able to provide support to individuals and key people during end of life care	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2	Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4	Provide information to the individual and/or key people about the individual's illness and the support available
	4.5	Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies
	4.6	Contribute to partnership working with key people to support the individual's well-being
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1	Explain why support for spiritual needs may be especially important at the end of life
	5.2	Describe a range of sources of support to address the needs of individuals and key people at the end of life

6. Be able to support individuals through the process of dying	6.1	Carry out own role in an individual's care
	6.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	6.3	Adapt support to reflect the individual's changing needs or responses
7. Be able to take action following the death of individuals	7.1	Explain why it is important to know about an individual's wishes for their after-death care
	7.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3	Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1	Identify ways to manage own feelings in relation to an individual's dying or death
	8.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional information about this unit

Key people may include:
- family members
- friends
- others who are important to the wellbeing of the individual

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

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0385.

Title:	R/616/5225 Provide support for sleep
Level:	2
Credit Value:	2
GLH:	13

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

| 5. Know how to access information and advice about difficulties with sleep | 5.1 Describe situations in which additional information or assistance about sleep would be needed |
| | 5.2 Explain how to access additional information and assistance |

Additional information about this unit

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

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant National Occupational Standards	This unit links to SCDHSC0216.