Pearson
Edexcel Level 3 Diploma in Health and Social Care (Adults) for England

Pearson
Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

Specification

Competence-based qualifications

First registration January 2011

Issue 8

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 8. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

The QNs remain the same.

Summary of Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) Issue 8 changes

Summary of changes made between previous Issue 7 and this current Issue 8	Page Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	2/3
Definition of sizes of qualifications aligned to TQT	2/3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4/5
TQT value added	4/5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4/5
QCF references removed from unit titles and unit levels in all units	75-705

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualifications

- any other qualifications that a learner must have completed before taking these qualifications

- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications

- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualifications

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Frameworks in which the qualifications are included, where appropriate.

1 Introducing Pearson Edexcel Competence-based qualifications

What are Competence-based qualifications?

Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Competence-based qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Competence-based qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Competence-based qualifications are outcomes-based with no fixed learning programme - allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of Competence-based qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

● Award – a qualification with a TQT value of 120 or less

● Certificate – a qualification with a TQT value in the range of 121–369

● Diploma - a qualification with a TQT value of 370 or more

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England
Qualification Number (QN)	501/1607/1
Regulation start date	01/09/2010
Operational start date	01/01/2011
Approved age ranges	16-18
	19+
	Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	58
Total Qualification Time (TQT)	580
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	312
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
Qualification Number (QN)	501/1835/3
Regulation start date	01/09/2010
Operational start date	01/01/2011
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	58
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	580
Guided learning hours	312
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*). Centres must also follow the Pearson *Access and Recruitment* policy (see *Section 7*, *Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website at: www.edexcel.com

3 Qualification rationale

These qualifications aim to guide and assess the development of knowledge and skills relating to the health and social care workforce.

The Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England confirms competence in areas of health and social care as appropriate and is the required qualification for registration and regulatory requirements in the social care sector in England. Learners have the opportunity to take a general qualification in health and social care, or they may specialise in dementia care, or learning disabilities.

The Pearson Edexcel Level 3 Diploma in health and social care (Adults) for Wales and Northern Ireland confirms competence in areas of health and social care as appropriate and is the required qualification for registration and regulatory requirements in the social care sector in Wales and Northern Ireland. In Wales, there is a regulatory requirement that all HSC 2 Diploma learners working in adult social care, whatever the setting, must achieve *Unit SS MU 2.1 Introductory Awareness of Sensory Loss*, in order to claim the Diploma. Learners in health settings in Wales are not required to achieve this unit. Learners in health or social care settings in Northern Ireland are not required to achieve this unit.

Qualifications objectives

The Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England is for learners who work in, or who want to work in the Health and Social Care Sector.

It gives learners the opportunity to:

- develop and demonstrate competence in Health and Social Care
- develop technical skills and knowledge and understanding related to the specified job roles in Health and Social Care
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

The Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland is for learners who work in, or who want to work in Health and Social Care.

It gives learners the opportunity to:

- develop and demonstrate competence in Health and Social Care
- develop technical skills and knowledge and understanding related to the specified job roles in Health and Social Care
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson Edexcel Level 3 NVQ in Health and Social Care and the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland, which have expired.

Apprenticeships

Skills for Care (SfC&D) and include the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England as the competence component for the Advanced Apprenticeship in Health and Social Care.

Skills for Care (SfC&D) the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland as the competence component for the Advanced Apprenticeship in Health and Social Care.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England can progress to Level 5 qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

Learners who achieve the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland can progress to Level 5 qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

Industry support and recognition

These qualifications are supported by Skills for Care (SfC&D) the UK sector skills council for social care, children, early years and young people.

Relationship with National Occupational Standards

These qualifications are based on the National Occupational Standards (NOS) in Health and Social Care, which were set and designed by Skills for Care (SfC&D), the Sector Skills Council for the sector.

4 Qualification structures

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England General Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Minimum number of credits that must come from Group B1 Optional Knowledge/Specialist Context Units	2
Maximum number of credits that must come from Group B1 Optional Knowledge/Specialist Context Units	7
Minimum number of credits that must come from Group B2 Optional Competence Units	23

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children's and Young People's Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia **Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)**	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion **Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)**	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene **Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)**	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities **Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)**	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)**	3	3	30
28	M/601/7048	Principles of Self-Directed Support **Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)**	3	3	26

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
122	J/503/8137	Understand how to Support Individuals during the Last Days of Life	3	3	28
123	K/502/7583	Understand and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support **Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)**	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)**	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)**	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else's Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects **Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)**	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia **Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)**	3	4	30
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice **Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)**	3	4	31
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour **Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)**	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings **Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)**	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using Telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model **Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)**	4	8	61

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
95	L/601/9549	Support Positive Risk-Taking for Individuals **Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)**	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene **Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)**	2	2	17
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41
98	D/601/7353	Promote Active Support	3	5	36
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)**	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support **Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)**	3	5	35

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17
115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
124	L/601/8143	Support Individuals who are Distressed	2	3	21
125	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England Dementia Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Number of credits that must come from Group C1 Mandatory Dementia Knowledge Units	3
Minimum number of credits that must come from Group C2 Mandatory Competence Units	4
Minimum number of credits that must come from Group C3 Optional Knowledge Units	1
Maximum number of credits that must come from Group C3 Optional Knowledge Units	4
Minimum number of credits that must come from Group C4 Optional Competence Units	11
Remaining credit can be achieved from Group C2 Mandatory Competence Units or Group C4 Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children's and Young People's Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person-Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group C1 – Dementia Mandatory Knowledge Unit	Level	Credit	Guided learning hours
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22

Unit	Unit reference number	Group C2 – Dementia Mandatory Competence Units	Level	Credit	Guided learning hours
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia **Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)**	3	4	30
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice **Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)**	3	4	31

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia **Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)**	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion **Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)**	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene **Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)**	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities **Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)**	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)**	3	3	30
28	M/601/7048	Principles of Self-Directed Support **Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)**	3	3	26
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20
122	J/503/8137	Understand how to Support Individuals During the Last Days of Life	3	3	28
123	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support **Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)**	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)**	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)**	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else's Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects **Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)**	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour **Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)**	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings **Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)**	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model **Barred combination with Unit 79 Promote Positive Behaviour** **(F/601/3764)**	4	8	61
95	L/601/9549	Support Positive Risk-Taking for Individuals **Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)**	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene **Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)**	2	2	17
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41
98	D/601/7353	Promote Active Support	3	5	36
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)**	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support **Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)**	3	5	35
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
124	L/601/8143	Support Individuals who are Distressed	2	3	21
125	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England Learning Disabilities Pathway

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Number of credits that must come from Group D1 Mandatory Knowledge Units	4
Minimum number of credits that must come from Group D2 Mandatory Competence Units	5
Minimum number of credits that must come from Group D3 Optional Knowledge Units	1
Maximum number of credits that must come from Group D3 Optional Knowledge Units	3
Minimum number of credits that must come from Group D4 Optional Competence Units	13
Remaining credit can be achieved from Group D2 Mandatory Competence Units or Group D4 Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children's and Young People's Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group D1 – Learning Disability Mandatory Knowledge Unit	Level	Credit	Guided learning hours
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35

Unit	Unit reference number	Group D2 – Learning Disability Mandatory Competence Units	Level	Credit	Guided learning hours
98	D/601/7353	Promote Active Support	3	5	36
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
14	K/601/9199	Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach	3	2	15
15	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia **Barred combination with Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)**	3	3	26
16	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion **Barred combination with Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)**	3	3	23
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
23	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene **Barred combination with Unit 96 Support Individuals to Maintain Personal Hygiene (K/601/9963)**	2	1	10
24	J/601/6293	Understand Positive Risk-Taking for Individuals with Disabilities **Barred combination with Unit 95 Support Positive Risk-Taking for Individuals (L/601/9549)**	3	3	25
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
27	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 100 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)**	3	3	30

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
28	M/601/7048	Principles of Self-Directed Support **Barred combination with Unit 102 Support Individuals with Self-Directed Support (J/602/0053)**	3	3	26
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26
113	A/503/8135	Understand Advance Care Planning	3	3	25
118	F/503/7150	Stroke Awareness	2	3	28
120	F/503/8704	End of Life and Dementia Care	3	2	20
122	J/503/8137	Understand how to Support Individuals During the Last Days of Life	3	3	28
123	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
131	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	2	17

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support **Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)**	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)**	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)**	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else's Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
41	T/601/0666	Test for Substance Use	3	5	30
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects **Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)**	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18
49	T/601/9187	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia **Barred combination with Unit 15 Understand the Role of Communication and Interactions with Individuals who have Dementia (L/601/3539)**	3	4	30

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice **Barred combination with Unit 16 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544)**	3	4	31
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour **Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)**	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings **Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)**	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using Telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model **Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)**	4	8	61

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
95	L/601/9549	Support Positive Risk-Taking for Individuals **Barred combination with Unit 24 Understand Positive Risk-Taking for Individuals with Disabilities (J/601/6293)**	3	4	32
96	K/601/9963	Support Individuals to Maintain Personal Hygiene **Barred combination with Unit 23 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)**	2	2	17
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood **Barred combination with Unit 27 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)**	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support **Barred combination with Unit 28 Principles of Self-Directed Support (M/601/7048)**	3	5	35
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17
115	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
117	D/504/2243	Understand the Factors Affecting Older People	3	2	17
119	F/503/8685	Support Individuals during the Last Days of Life	4	5	33
121	H/504/2194	Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings	3	4	25
124	L/601/8143	Support Individuals who are Distressed	2	3	21
125	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
127	M/602/3187	Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings	5	5	39
128	R/502/7576	Coordination of Activity Provision in Social Care	3	5	35

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
130	R/504/2224	Support People who are Providing Homes to Individuals	4	6	40
132	T/503/2575	Promote Nutrition and Hydration in Health and Social Care Settings	3	4	32
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28
135	T/602/2574	Manage Induction in Health and Social Care or Children and Young People's Settings	4	3	21
136	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
137	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
138	Y/602/2339	Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings	5	6	42

Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	58
Minimum number of credits that must be achieved at level 3 or above	35
Number of credits that must be achieved from Group A Mandatory Units	28
Number of optional credits that must be achieved	30
Minimum number of credits that must come from Group B Optional Context or Specialist Knowledge Units	2
Maximum number of credits that must come from Group B Optional Context or Specialist Knowledge Units	7
Minimum number of credits that must come from Group C Competence Units	23

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	J/601/1434	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
2	A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
3	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
4	R/601/1436	Principles for Implementing Duty of Care in Health, Social Care Or Children's and Young People's Settings	3	1	5
5	A/601/8574	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	J/601/8576	The Role of The Health and Social Care Worker	2	2	14
7	Y/601/8145	Promote Person Centred Approaches in Health and Social Care	3	6	41
8	F/601/8138	Promote and Implement Health and Safety in Health and Social Care	3	6	43
9	J/601/9470	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16

Unit	Unit reference number	Group B – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
10	M/502/3146	Purpose and Principles of Independent Advocacy	3	4	25
11	F/602/0097	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/3538	Understand the Process and Experience of Dementia	3	3	22
17	Y/601/8579	Understand Theories of Relationships and Social Networks	4	3	29
18	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
19	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
20	H/501/7103	Causes and Spread of Infection	2	2	20
21	R/501/6738	Cleaning, Decontamination and Waste-Management	2	2	20
22	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35
25	A/601/6274	Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
26	T/601/5317	Understand how to Support Individuals with Autistic Spectrum Conditions	3	3	28
29	J/601/6150	Understand Physical Disability	3	3	22
30	Y/601/6167	Understand the Impact of Acquired Brain Injury on Individuals	3	3	28
31	M/601/3467	Understand Sensory Loss	3	3	21
32	F/601/3473	Understand Models of Disability	3	3	26

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
33	T/502/3147	Providing Independent Advocacy Support **Barred combination with Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148) and Unit 35 Responding to the Advocacy needs of Different Groups of People (F/502/3149)**	3	6	25
34	A/502/3148	Maintaining the Independent Advocacy Relationship **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 35 Responding to the Advocacy Needs of Different Groups of People (F/502/3149)**	3	6	25
35	F/502/3149	Responding to the Advocacy Needs of Different Groups Of People **Barred combination with Unit 33 Providing Independent Advocacy Support (T/502/3147) and Unit 34 Maintaining the Independent Advocacy Relationship (A/502/3148)**	3	6	25
36	M/601/0648	Recognise Indications of Substance Misuse and Refer Individuals to Specialists	3	4	24
37	A/601/0670	Support Individuals who are Substance Users	3	7	42
38	D/501/0585	Identify and Act upon Immediate Risk of Danger to Substance Misusers	3	4	24
39	M/601/0682	Provide Services to those Affected by Someone Else's Substance Use	3	4	24
40	H/501/0586	Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	3	7	42
41	T/601/0666	Test for Substance Use	3	5	30

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
42	D/601/0662	Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	3	5	30
43	K/501/0587	Carry Out Comprehensive Substance Misuse Assessment	3	5	30
44	D/601/0676	Assist with the Transfer of Individuals, who Misuse Substances, Between Agencies and Services	3	1	6
45	K/501/0590	Support Individuals Through Detoxification Programmes	3	3	18
46	R/601/3526	Develop and Sustain Effective Working Relationships with Staff in Other Agencies	3	4	24
47	Y/501/0598	Administer Medication to Individuals and Monitor the Effects **Barred combination with Unit 80 Support Use of Medication in Social-Care Settings (F/601/4056)**	3	5	30
48	D/501/0599	Supply and Exchange Injecting Equipment for Individuals	3	3	18
50	A/601/9191	Enable Rights and Choices of Individuals With Dementia whilst Minimising Risks	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia	3	4	30
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice	3	4	31
53	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
54	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
55	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
56	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
57	T/601/9027	Contribute to Raising Awareness of Health Issues	3	4	26
58	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
59	L/601/8028	Provide Support to Maintain and Develop Skills for Everyday Life	3	4	28
60	L/601/8644	Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	3	5	35
61	M/601/9494	Support the Development of Community Partnerships	4	5	33
62	D/601/9491	Implement Therapeutic Group Activities	3	4	25
63	H/601/9492	Support Individuals to Develop and Run Support Groups	3	3	24
64	M/601/9611	Prepare to Support Individuals Within a Shared Lives Arrangement	3	4	31
65	F/601/7927	Support Individuals to Access and Use Services and Facilities	3	4	25
66	J/601/9601	Provide Support for Individuals with a Shared Lives Arrangement	3	5	35
67	R/601/8578	Support Individuals in their Relationships	3	4	27
68	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
69	Y/601/7903	Support Individuals to Live at Home	3	4	25
70	D/601/7904	Support Individuals to Manage their Finances	3	3	20
71	H/601/7905	Support Individuals to Access and Manage Direct Payments	4	6	40
72	K/601/7906	Support Individuals to Access Housing and Accommodation Services	3	4	24
73	R/601/8581	Support Individuals to Deal with Personal Relationship Problems	3	4	26

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
74	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
75	M/601/7907	Support Individuals During a Period of Change	3	4	29
76	T/601/7908	Support Individuals to Prepare for and Settle into New Home Environments	3	3	23
77	A/601/7909	Support Individuals who are Bereaved	3	4	30
78	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
79	F/601/3764	Promote Positive Behaviour **Barred combination with Unit 94 Implement the Positive Behavioural Support Model (T/601/9738)**	3	6	44
80	F/601/4056	Support Use of Medication in Social-Care Settings **Barred combination with Unit 47 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)**	3	5	40
81	T/601/9495	Support Individuals at the End of Life	3	7	53
82	R/601/8824	Prepare Environments and Resources for use During Healthcare Activities	2	3	20
83	A/601/8980	Prepare for and Carry out Extended Feeding Techniques	3	4	27
84	Y/601/9022	Undertake Tissue Viability Risk Assessments	3	3	26
85	R/601/8662	Undertake Physiological Measurements	3	3	23
86	D/601/8860	Obtain Venous Blood Samples	3	3	24
87	J/601/8979	Undertake Urethral Catheterisation Processes	3	4	28
88	A/601/9174	Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	4	5	35

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
89	K/601/9185	Support Families in Maintaining Relationships in their Wider Social Structures	3	4	33
90	F/601/9029	Work with Families, Carers and Individuals During Times of Crisis	4	5	35
91	L/601/9034	Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	3	8	41
92	J/601/9968	Help Individuals Address their Substance Use through an Action Plan	3	4	28
93	Y/601/8825	Interact with and Support Individuals Using Telecommunications	3	5	36
94	T/601/9738	Implement the Positive Behavioural Support Model **Barred combination with Unit 79 Promote Positive Behaviour (F/601/3764)**	4	8	61
95	L/601/9549	Support Positive Risk-Taking for Individuals	3	4	32
97	A/601/7215	Support Person-Centred Thinking and Planning	3	5	41
98	D/601/7353	Promote Active Support	3	5	36
99	J/601/8657	Support Individuals with a Learning Disability to Access Healthcare	3	3	25
100	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood	3	5	40
101	K/601/7047	Support Parents with Disabilities	3	6	43
102	J/602/0053	Support Individuals with Self-Directed Support	3	5	35
103	K/601/6190	Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3	3	23
104	M/601/5817	Support Families who are Affected by Acquired Brain Injury	3	3	30
105	D/601/5750	Support Families who have a Child with a Disability	3	3	23
106	K/601/3483	Promote Effective Communication with Individuals with Sensory Loss	3	4	30

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
107	A/601/5190	Support Individuals with Multiple Conditions and/or Disabilities	3	4	31
108	J/601/3541	Support Individuals in the use of Assistive Technology	4	4	32
109	R/601/3543	Support the Assessment of Individuals with Sensory Loss	3	3	22
110	D/601/3545	Support the Promotion of Awareness of Sensory Loss	3	3	23
111	H/601/3546	Support Individuals to Access Education, Training or Employment	4	4	31
112	R/601/5180	Enable Individuals to Negotiate Environments	3	5	34
114	A/601/8025	Provide Support for Journeys	2	2	17
116	D/504/2226	Support Individuals to be Part of a Community	3	3	20
126	M/504/2196	Support Individuals with Autistic Spectrum Conditions	3	4	33
129	R/504/2207	Supporting Infection Prevention and Control in Social Care	3	2	18
133	T/504/2202	Support Individuals to Stay Safe from Harm or Abuse	3	4	27
134	T/504/2216	Assess the Needs of Carers and Families	3	4	28

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support include:

- Providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme.

- Using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.

- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme.

- Keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery include:

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.

- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.

- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.

- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.

- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement include:

● Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.

● Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.

● Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualifications.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7   Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualifications, the learner must achieve all the units required in the stated qualification structures.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: www.edexcel.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website at: www.edexcel.com/policies

Internal assessment

The units in these qualifications are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

● **current practice** – where evidence is generated from a current job role

● a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

● Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

● a combination of these.

Assessment requirements/strategy

The assessment requirements/strategy for these qualifications are included in *Annexe A*. They set out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. They have been developed by Skills for Care (SfC) in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Unit 46: *Develop and sustain Effective Working Relationships with Staff in Other Agencies* (R/601/3526) should be assessed according to the Assessment Strategy for Custodial Care which was developed by Skills for Justice.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

● direct observation of the learner's performance by their assessor (O)

● outcomes from oral or written questioning (Q&A)

● products of the learner's work (P)

● personal statements and/or reflective accounts (RA)

● outcomes from simulation (S)

● professional discussion (PD)

● authentic statements/witness testimony (WT)

● expert witness testimony (EWT)

● evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: www.edexcel.com. Please see *Section 12, Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy,* which is available on our website at: www.edexcel.com/policies

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website at: www.edexcel.com/policies. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website at: www.edexcel.com/policies

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

● number of assessment sites

● number and throughput of learners

● number and turnover of assessors

● number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at www.pearsonwbl.edexcel.com

11 Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit which will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Promote Communication in Health, Social Care or Children's and Young People's Settings

Unit reference number: J/601/1434

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is aimed at those who work in health or social-care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 **Understand why effective communication is important in the work setting**

Reasons for communication: to express needs; to share ideas and information; to reassure; to express feelings and/or concerns; to build relationships; socialise; to ask questions, to share experiences

How communication affects relationships at work: communication in the work environment e.g. with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; the ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories e.g. Tuckman's stages of group interaction (forming, storming, norming, performing)

2 **Be able to meet the communication and language needs, wishes and preferences of individuals**

Needs, wishes and preferences of individuals: importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

Factors to consider: Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication e.g. complex, sensitive, formal, non-formal; context of communication e.g., one-to-one; group, with people using services, children or young people, with professionals/colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available

Communication methods and styles: e.g. non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication

Responding to reactions: verbal responses e.g. tone, pitch, silence; non-verbal responses e.g. body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

3 **Be able to overcome barriers to communication**

Differences in use and interpretation of communication methods: ways that an individual's background can influence communication e.g. age, gender, culture, socio-economic status; differences in verbal communication e.g. language, vocabulary, dialect, intonations; non-verbal e.g. facial expressions, use of body language, eye contact, gestures

Barriers to effective communication: language e.g. dialect, use of jargon, sector-specific vocabulary; environmental e.g. noise, poor lighting; emotional and behavioural e.g. attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs

Overcoming barriers: use of technological aids e.g. hearing aids, induction loop, telephone relay services; human aids e.g. interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

Clarifying misunderstandings: checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations e.g. Stroke Association, Royal National Institute for Deaf People (RNID)

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

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation e.g. the Data Protection Act 1998

Maintaining confidentiality in day-to-day communication: confidentiality in different inter-personal situations e.g. adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting e.g. policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information e.g. paper-based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

Tensions caused by confidentiality: the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand why effective communication is important in the work setting	1.1	Identify the different reasons people communicate			
		1.2	Explain how communication affects relationships in the work setting			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
		2.2	Describe the factors to consider when promoting effective communication			
		2.3	Demonstrate a range of communication methods and styles to meet individual needs			
		2.4	Demonstrate how to respond to an individual's reactions when communicating			
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
		3.2	Identify barriers to effective communication			
		3.3	Demonstrate ways to overcome barriers to communication			
		3.4	Demonstrate strategies that can be used to clarify misunderstandings			
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality			
		4.2	Demonstrate ways to maintain confidentiality in day-to-day communication			
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 2: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Unit reference number: A/601/1429

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

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

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities e.g. hours, lines of reporting; specific roles and responsibilities e.g. behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting e.g. behaviour, children and young people   protection, health and safety; keeping up to date with changes to procedures; keeping up to date with changes to practice

Expectations about own work role as expressed in relevant standards: standards relevant to own role e.g. national occupational standards for Children's Care, Learning and Development (NOS CCLD), National Occupational Standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities e.g. role to support child or young person with special educational needs, expectations to meet standards e.g. CCLD 202 Help to keep children safe, CCLD 303 Promote children's development, LDSS 320 Support the needs of children and young people with additional requirements, GCU 6 Reflect on, develop and maintain your practice

2 Be able to reflect on practice

The importance of reflective practice in continuously improving the quality of service provided: aiming to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance e.g. enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection; Experiential Learning Cycle (Kolb)

How to reflect on practice: regular reflection; focused; use a structured approach; appropriate way of recording e.g. a reflective journal/diary, learning log, diary, critical incident journal; reflective questions e.g. description (what happened, what was the context); analysis (what went well , why, what did not go well, why, how do I feel about it, why did I do what I did?); theory (what needs to be done differently, why);action (what needs to be done next, how?); seeking alternatives; keeping an open mind; viewing from different perspectives; thinking about consequences; testing ideas through comparing and contrasting; ask 'what if'?; synthesising ideas; seeking, identifying and resolving questions

How own values, belief systems and experiences may affect working practice: self-awareness of values, beliefs, experiences affecting approach to working practices e.g. motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively e.g. conflict between own values, beliefs and standards

3 **Be able to evaluate own performance**

Evaluate own knowledge, performance and understanding against relevant standards: self-evaluation; the extent to which own practice meets required national occupational standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback to evaluate own performance and inform development: use feedback to raise awareness of strengths; identify areas for improvement; actions to be taken to improve performance; actively seek feedback; sources of feedback e.g. mentors, teachers, supervisor, colleagues; effective feedback develops confidence, competence, motivation

4 **Be able to agree a personal development plan**

Sources of support for planning and reviewing own development: sources of support e.g. mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC)

Work with others to review and prioritise own learning needs, professional interests and development opportunities: others e.g. mentor, teacher, manager; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, children and young people's workforce needs; development opportunities e.g. training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others e.g. mentor, teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

5 **Be able to use learning opportunities and reflective practice to contribute to personal development**

How learning activities affect practice: examples of learning activities e.g. formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected e.g. by applying newly learnt theories, using different approaches

How reflective practice leads to improved ways of working: examples of ways continually challenging current behaviour has developed and enhanced own practice and skills; how monitoring own practice has enabled change to take place

Record progress in relation to personal development: regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements e.g. certificates; review goals and actions in light of progress

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role			
		1.2	Explain expectations about own work role as expressed in relevant standards			
2	Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided			
		2.2	Demonstrate the ability to reflect on practice			
		2.3	Describe how own values, belief systems and experiences may affect working practice			
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards			
		3.2	Demonstrate use of feedback to evaluate own performance and inform development			
4	Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development			
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
		4.3	Demonstrate how to work with others to agree own personal development plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice			
		5.2	Demonstrate how reflective practice has led to improved ways of working			
		5.3	Show how to record progress in relation to personal development			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Unit reference number: Y/601/1437

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit is aimed at those who work in health or social-care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 **Understand the importance of diversity, equality and inclusion**

Diversity: differences between individuals and groups e.g. culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Equality: promotion of individual rights; giving choice and opportunity; respect and fairness; services in response to individual need

Inclusion: individuals at the centre of planning and support; valuing diversity

Effects of discrimination: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

Promoting equality: policies and procedures in workplace setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers e.g. to physical access, to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

Supporting diversity: valuing differences between individuals; using positive images of individuals from diverse groups; celebrating differences

2 **Be able to work in an inclusive way**

Legislation and codes of practice: Codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010; European Convention on Human Rights

Interactions: e.g. colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals e.g. beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

3 **Be able to promote diversity, equality and inclusion**

Inclusive practice: observing the social model of disability; engaging in reflective practice; encouraging choice; empowering individuals; encouraging independence; removing barriers to access; promoting equality and rights; providing opportunity and access to services according to needs; using appropriate language

Support others to promote equality and rights: understanding and sharing information about the needs of individuals; demonstrating ways to value differences and recognising similarities between individuals; highlighting the benefits of diversity e.g. cultural enrichment, the arts, food, social cohesion; modelling the use of appropriate language; taking part in staff-training activities; following procedures of the setting; demonstrating fair practice in interactions; acknowledging rights of others; providing information on disciplinary and complaints procedures

Challenging discrimination: identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by ● Diversity ● Equality ● Inclusion			
		1.2	Describe the potential effects of discrimination			
		1.3	Explain how inclusive practice promotes equality and supports diversity			
2	Be able to work in an inclusive way	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role			
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences			
3	Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice			
		3.2	Demonstrate how to support others to promote equality and rights			
		3.3	Describe how to challenge discrimination in a way that promotes change			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 4: Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit reference number: R/601/1436

Level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

This unit is aimed at those who work in health or social care-settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1   **Understand how duty of care contributes to safe practice**

Duty of care in own work role: accountability for e.g. exercising authority, managing risk, working safely, safeguarding children and young people, monitoring own behaviour and conduct, maintaining confidentiality, storing personal information appropriately, reporting concerns and allegations, making professional judgements, maintaining professional boundaries, avoiding favouritism, maintaining high standards of conduct outside the professional role

Contribution of duty of care to safeguarding and protection of individuals: safeguarding children and young people e.g. protection from sexual, physical or emotional harm, preserving respect and dignity, engendering trust; protecting children and young people e.g. safety in the environment, safe use of resources and equipment, prevention from intimidation or humiliation; protecting self e.g. ensuring against risk of allegation of misconduct or abuse, avoiding risk of accusations of malpractice

2   **Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care**

Potential conflicts or dilemmas and individual's rights: conflicts/dilemmas e.g. attitudes, unsafe behaviour such as drug/alcohol abuse, truanting, staying out without permission, aggression and violence, bullying and intimidation, vandalism; individual's rights e.g. respect for views and actions, safety and security, love and belonging, education, equality

Managing risks: e.g. implementing policies and codes of practice, acting in individual's best interests, fostering culture of openness and support, being consistent, maintaining professional boundaries, following systems for raising concerns

Support and advice about conflicts and dilemmas: e.g. line management, training and professional development, health professionals, school/college services, counselling services, mediation and advocacy services

3   **Know how to respond to complaints**

Responding to complaints: e.g. listening to complainant, referring complainant to policy, suggesting that complaint is made in writing, reporting complaint to line manager

Main points of agreed procedures for handling complaints: e.g. acknowledgement of complaint, stages within procedure, report and recommendations, review and appeals

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role			
		1.2	Explain how duty of care contributes to the safeguarding or protection of individuals			
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights			
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care			
		2.3	Explain where to get additional support and advice about conflicts and dilemmas			
3	Know how to respond to complaints	3.1	Describe how to respond to complaints			
		3.2	Explain the main points of agreed procedures for handling complaints			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 5: Principles of Safeguarding and Protection in Health and Social Care

Unit reference number: A/601/8574

Level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

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

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 **Know how to recognise signs of abuse**

Types of abuse: physical abuse e.g. hitting, shaking, biting, throwing, burning or scalding, suffocating, force-feeding or otherwise causing physical harm to an individual; sexual abuse e.g. forcing an individual to take part in sexual activities or behave in sexually inappropriate ways, penetrative acts including rape or buggery and non-penetrative acts, e.g. watching sexual activities, including viewing inappropriate sexual activity on the internet; emotional abuse e.g. bullying, invoking threats or fear, devaluing individual self-esteem, verbal abuse and swearing, imposing inappropriate expectations, conveying feelings of worthlessness, exploitation; financial abuse e.g. theft of money or property, misappropriation or mismanagement of individuals' finances, denying individuals access to their own finances, particularly with the elderly or individuals with learning difficulties; institutional abuse e.g. misuse of authority, information or power over vulnerable individuals by staff in health and social care settings, failure to maintain professional boundaries, inappropriate use of medication, physical restraint, humiliation or bullying, denying privacy; self-neglect e.g. individuals engaging in neglectful or self-harming behaviours including refusing to eat or drink, neglecting personal hygiene or toilet needs, causing actual bodily harm to self, including cutting; neglect by others e.g. not caring for the basic needs of individuals including neglectful practice in washing, toileting, feeding or personal care

Signs and symptoms of abuse: physical abuse e.g. bruising, bite marks, burn marks, changes in behaviour, can lead to death in extreme cases; sexual abuse e.g. disturbed behaviour including self-harm, inappropriate sexualised behaviour, repeated urinary infections, depression, loss of self-esteem, impaired ability to form relationships; emotional abuse e.g. loss of self-esteem and self-confidence, withdrawn; financial abuse e.g. loss of trust, insecurity, fearful, withdrawn, conforming or submissive behaviour, disappearance of possessions, Power of Attorney obtained when individual is unable to comprehend; institutional abuse e.g. loss of self-esteem and confidence, submissive behaviour, loss of control; self-neglect or neglect by others e.g. unkempt appearance, weight loss, dehydration, signs of actual self-harm including cuts, withdrawn or submissive behaviour

Factors contributing to vulnerability: the individual's age e.g. elderly, young children; physical ability e.g. frail, immature development, physical disability or sensory impairment; cognitive ability e.g. maturity, level of education and intellectual understanding, learning difficulties; emotional resilience e.g. mental health difficulties, depression; stress e.g. impact of stressful life events including bereavement, divorce, illness or injury; culture or religion e.g. as a result of prejudice or discrimination, refugees and asylum-seekers; socio-economic factors e.g. financial situation; a setting or situation

2 **Know how to respond to suspected or alleged abuse**

Actions to take regarding suspicions or allegations of abuse: including actions to take if the allegation or suspicion implicates any individual, someone in the individual's personal network, the learner, the learner's line manager, a colleague, self or others; understanding roles and responsibilities; importance of following legislation, policies, procedures and agreed ways of working; basic information includes who the alleged victim is, who the alleged abuser is, categories of abuse which could be happening, when abuse has happened, where abuse has happened; importance of treating all allegations or suspicions seriously; lines of communication and reporting; reporting suspicions or allegations to appropriate/named person; importance of clear verbal and accurate written reports; importance of not asking leading questions with individuals concerned; importance of respectful listening; confidentiality and agreed procedures for sharing information on disclosure; importance of actual evidence and avoiding hearsay

Ensure evidence is preserved: use of written reports including details of alleged/suspected abuse, signed, dated and witnessed; use of witness statements (signed and dated); photographic evidence e.g. of physical injuries; agreed procedures for using electronic records e.g. password-protected systems; confidential systems for manual records e.g. security systems, access to evidence records; importance of timescales to ensure reliability and validity of evidence; secure storage of any actual evidence e.g. financial records

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

National policies and local systems: national policies including the scope of responsibility of the Independent Safeguarding Authority (ISA); the national Vetting and Barring Scheme (VBS); Criminal Record Bureau (CRB) checks; 'No Secrets' national framework and codes of practice for health and social care (2000); 'Safeguarding Adults' national policy review (2009); work of the Care Quality Commission; 'Working Together to Safeguard Children' (2006); 'Every Child Matters' (2003); Common Assessment Framework (CAF); local systems including employer/organisational policies and procedures and multi-agency adult protection arrangements for a locality, the scope of responsibility of Local Safeguarding Children's Boards (LSCBs), Local Safeguarding Adults Boards (LSABs) and protection committees; Local Area Agreements (LAAs)

Role of different agencies: importance of multi-agency and interagency working; social services e.g. social workers, care assistants, residential children's home workers; health services e.g. GPs, nurses, occupational therapists, health visitors; voluntary services e.g. MIND, NSPCC, Age UK; the police; responsibilities for allocating a named person usually from statutory agencies in health or social care; responsibilities for overseeing the Safeguarding Assessment and its outcome; consulting the police regarding all safeguarding incidents; convening or chairing strategy meetings, including the agreement of responsibilities, (lead professional); actions and timescales; coordinating and monitoring investigations; overseeing the convening of Safeguarding Case Conferences; providing information about activities and outcomes to the Safeguarding Coordinator

Reports on serious failures: serious case reviews on the abuse of children, young people and vulnerable adults, including e.g. the Laming report into the death of Victoria Climbie (2000); Haringey Council report on the death of Baby Peter (2007); Bedfordshire Council report into the torture and death of Michael Gilbert (Blue Lagoon murder, 2009); Birmingham social services review into the starvation and death of Khyra Ishaq (2010)

Sources of information and advice about own role: current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups including government sources e.g. DfE, DoH; voluntary organisations e.g. NSPCC, Barnardos, The Ann Craft Trust; publications e.g. 'Working Together to Safeguard Children' (2006), 'What to do if you suspect a child is being abused' (2003); National Council for Voluntary Youth Services '*Keeping it Safe a young person-centred approach to safety and child protection';* information from the Independent Safeguarding Authority (ISA); Social Care Institute for Excellence; policies, procedures and agreed ways of working within the workplace setting

4 **Understand ways to reduce the likelihood of abuse**

Person-centred values: individuality; rights; choice; privacy; independence; dignity, respect; partnership

Working with person-centred values: decreasing the likelihood of abuse by working in a person-centred way; the key values of privacy, dignity, independence, choice, rights and fulfilment; decreasing vulnerability by increasing confidence; importance of empowerment, independence and autonomy; involving individuals in making their own decisions and choices; respectful communication; active listening; main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice

Active participation: recognising an individual's right to participate in the activities and relationships of everyday life as independently as possible; individual is active partner in own care or support rather than passive recipient

Encouraging active participation: decreasing the likelihood of abuse by encouraging active participation e.g. in activities and personal care; decreasing vulnerability by improving self-confidence and self-esteem; encouraging involvement and self-awareness

Promoting choices and rights: decreasing the likelihood of abuse through promoting individual choices and decision-making; decreasing vulnerability by promoting empowerment and independence; importance of informed consent

Accessible complaints procedure: importance of an accessible complaints procedure for reducing the likelihood of abuse; transparent policies, procedures and agreed ways of working; importance of accountability; clear systems for reporting and recording complaints; robust procedures for following up on any complaints; legal requirement to have a complaints procedure in place; ways of ensuring the procedure is accessible e.g. published policy, high visibility, widespread distribution

5 **Know how to recognise and report unsafe practices**

Unsafe practices: poor working practices; neglect in duty of personal care e.g. in relation to inappropriate feeding, washing, bathing, dressing, toileting; inappropriate physical contact e.g. in relation to moving and handling; unsafe administration of medication e.g. failure to check dosage; unreliable systems for dealing with individual's money or personal property e.g. failure to witness or record accurately; misuse of authority e.g. using physical restraint; failure to maintain professional boundaries e.g. in relationships; failure to ensure supervision e.g. for lone working situations; inappropriate communication or sharing of information e.g. breaching confidentiality; failure to update knowledge on safeguarding issues e.g. through ongoing training; unsafe recruitment practices e.g. failure to CRB check workers; resource difficulties e.g. staff shortages; operational difficulties

Actions to take: importance of reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistleblowing'; if suspected abuse or unsafe practices have been reported, but no action has been taken, workers have the right to report concerns directly to social services or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and following the correct procedures; importance of raising genuine concerns and questioning these; reassurance of protection from possible reprisals or victimisation following reporting

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to recognise signs of abuse	1.1	Define the following types of abuse: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self-neglect • Neglect by others			
		1.2	Identify the signs and/or symptoms associated with each type of abuse			
		1.3	Describe factors that may contribute to an individual being more vulnerable to abuse			
2	Know how to respond to suspected or alleged abuse	2.1	Explain the actions to take if there are suspicions that an individual is being abused			
		2.2	Explain the actions to take if an individual alleges that they are being abused			
		2.3	Identify ways to ensure that evidence of abuse is preserved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the national and local context of safeguarding and protection from abuse	3.1	Identify national policies and local systems that relate to safeguarding and protection from abuse			
		3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse			
		3.3	Identify reports into serious failures to protect individuals from abuse			
		3.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse			
4	Understand ways to reduce the likelihood of abuse	4.1	Explain how the likelihood of abuse may be reduced by: ● Working with person-centred values ● Encouraging active participation ● Promoting choice and rights			
		4.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
5	Know how to recognise and report unsafe practices	5.1	Describe unsafe practices that may affect the well-being of individuals			
		5.2	Explain the actions to take if unsafe practices have been identified			
		5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 6: The Role of the Health and Social Care Worker

Unit reference number: J/601/8576

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Unit content

1 **Understand working relationships in health and social care**

Roles in health and social care: range of roles in health and social care e.g. adult social worker, paramedic, care manager, nursery worker, occupational therapist

Working relationship: a relationship with a work colleague; the nature of a professional relationship; concept of teamwork; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship

Personal relationship: a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment

Different working relationships in health and social care settings: relationships between co-workers e.g. colleagues; between worker and manager e.g. supervisory; relationships within teams e.g. multidisciplinary team, care planning team; between different health and social care workers e.g. nurse and care assistant; relationships between different professionals e.g. health and social care worker and legal advocate; professional relationships with others e.g. families of individuals

2 **Be able to work in ways that are agreed with the employer**

Adhere to the scope of the job role: job description as part of a contract of employment; legal responsibility; defined roles and responsibilities; professional commitment; understanding expectations of the job; understanding professional boundaries and working within professional limitations; accountability; used as a means of assessing performance within the job e.g. for appraisal purposes

Agreed ways of working: access full and up-to-date policies and procedures that relate to the responsibilities of the specific job role, e.g. health and safety, safeguarding, equal opportunities and inclusive working, security; agreed ways of working may be less formally documented with a micro-employer; implementing agreed ways of working, e.g. in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

3   **Be able to work in partnership with others**

Partnership working: importance of professional relationships with team members, colleagues, other professionals, individuals and their families, friends, advocates or others important to individuals; importance of communication; agreed ways of sharing information; boundaries to sharing information e.g. on a 'need to know' basis; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; different professional expectations; multi-agency and integrated working; improving partnership working through effective communication and information sharing; collaboration and team-working; multi-agency team meetings and conferences; main principles of 'No Secrets' (2000) for multi-agency working in health and social care

Resolving conflicts: skills and approaches needed for resolving conflicts, e.g. managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoiding threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the ability to seek compromise, seeking resolution, being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening

Access support and advice: knowing how and when to access support and advice about partnership working, e.g. in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries; understanding agreed ways of working for seeking out support; knowing how to access support, e.g. through manager or supervisor, professional organisation, independent advisory organisations; knowing how and when to access support and advice about resolving conflicts, e.g. in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers; knowing how to access support, e.g. through mentoring support, employment counselling, independent advisory organisations, trade unions

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand working relationships in health and social care	1.1	Explain how a working relationship is different from a personal relationship			
		1.2	Describe different working relationships in health and social-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	Implement agreed ways of working			
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	Demonstrate how and when to access support and advice about: ● Partnership working ● Resolving conflicts			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 7: Promote Person-Centred Approaches in Health and Social Care

Unit reference number: Y/601/8145

Level: 3

Credit value: 6

Guided learning hours: 41

Unit summary

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

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Unit content

1 **Understand the application of person-centred approaches in health and social care**

Person-centred values: individuality; rights; choice; privacy; independence; dignity; respect; partnership

Application of person-centred approaches: applying person-centred planning (PCP) in all aspects of health and social-care work, particularly in relation to vulnerable individuals e.g. individuals with learning disabilities, physical disabilities, mental health issues, including person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respecting individuals' diversity, culture and values; awareness of individual vulnerability e.g. illness, disability, diminished capability; importance of person-centred values for all aspects of health and social-care work

Care plans: individual plans documenting preferences and requirements for care and support e.g. care plan, support plan, individual plan; importance of applying a person-centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; working with others e.g. team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

2 Be able to work in a person-centred way

Work in a person-centred way: working towards person-centred outcomes, e.g. satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision-making implementing person-centred planning; the application of person-centred values; communicate with individuals to find out their history, preferences and wishes; communicate with others e.g. team members, advocates, relatives; work in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensuring equality and inclusive practice; promoting the independence and autonomy of individuals; empowering individuals to use their strengths and potential; adapting actions and approaches in response to an individual's changing needs or preferences e.g. changes in physical condition, changes in treatment needs or in response to individual choices

Complex or sensitive situations: situations which are distressing or traumatic e.g. bereavement; threatening or frightening e.g. potentially violent; likely to have serious implications or consequences of a personal nature e.g. involving confidential information; involving complex communication or cognitive needs e.g. individuals with communication or learning disabilities

3 Be able to establish consent when providing care or support

Capacity to express consent: awareness of the factors which can influence an individual's capacity to express their consent e.g. mental impairment, physical illness, learning disabilities or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent e.g. adapting working approaches, using physical or communication aids, seeking help where necessary

Establish consent: the process of establishing informed agreement to an action or decision with individuals; ensuring individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individuals' choices; listen and respond to individuals' questions and concerns; responding appropriately to any questions and concerns; working to resolve conflicts if consent cannot be established; seeking extra support and advice where necessary

4 **Be able to implement and promote active participation**

Implement and promote: different ways of applying active participation to meet individual needs; working with individuals and others e.g. team members, other professionals; how active participation can address the holistic needs of an individual e.g. physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives e.g. highlighting advantages and benefits of active participation

Active participation: empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support, rather than a passive recipient; empowering individuals to participate in their own care; the benefits for individuals of active participation e.g. physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation e.g. learning disabilities, physical disability or language barriers; ways to reduce barriers to active participation e.g. use of physical, communication or visual aids

5 **Be able to support the individual's right to make choices**

Right to make choices: importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision-making; awareness of relevant legislation and agreed ways of working that influence individuals' rights e.g. equality and human rights, disability discrimination

Support the individual: developing respectful relationships; the importance of non-judgemental communication and inclusive information; respect individuals' choices; the use of agreed risk-assessment processes to support individuals in making choices, e.g. health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made e.g. increased vulnerability, impact on treatment or recovery; empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices e.g. being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

6 **Be able to promote individuals' wellbeing**

Wellbeing: spiritual; emotional; cultural; religious; social; political factors

Promoting wellbeing: the importance of individual identity and self-esteem; the links between identity, self-image and self-esteem; understanding emotional literacy; awareness of individuals' feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

Supporting individuals: working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals e.g. attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

7 **Understand the role of risk assessment in enabling a person-centred approach**

Risk assessment: person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision making; evaluating and appraising advantages and disadvantages e.g. relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks e.g. relating to specific investigations or treatment decisions; calculating risks involved e.g. in relation to surgical procedures, invasive tests or life-threatening situations; judging decisions e.g. relating to care and support, end-of-life decisions; reviewing and monitoring progress e.g. effectiveness of individual care plans; the impact of rights and responsibilities in risk-taking; the importance of accountability; the changing nature of risk-assessment, the importance of regular review in conjunction with changing individual needs

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the application of person centred approaches in health and social care	1.1	Explain how and why person-centred values must influence all aspects of health and social-care work			
		1.2	Evaluate the use of care plans in applying person-centred values			
2	Be able to work in a person-centred way	2.1	Work with an individual and others to find out the individual's history, preferences, wishes and needs			
		2.2	Demonstrate ways to put person-centred values into practice in a complex or sensitive situation			
		2.3	Adapt actions and approaches in response to an individual's changing needs or preferences			
3	Be able to establish consent when providing care or support	3.1	Analyse factors that influence the capacity of an individual to express consent			
		3.2	Establish consent for an activity or action			
		3.3	Explain what steps to take if consent cannot be readily established			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to implement and promote active participation	4.1	Describe different ways of applying active participation to meet individual needs			
		4.2	Work with an individual and others to agree how active participation will be implemented			
		4.3	Demonstrate how active participation can address the holistic needs of an individual			
		4.4	Demonstrate ways to promote understanding and use of active participation			
5	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices			
		5.2	Use own role and authority to support the individual's right to make choices			
		5.3	Manage risk in a way that maintains the individual's right to make choices			
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6	Be able to promote individual's wellbeing	6.1	Explain the links between identity, self-image and self-esteem			
		6.2	Analyse factors that contribute to the wellbeing of individuals			
		6.3	Support an individual in a way that promotes their sense of identity, self-image and self-esteem			
		6.4	Demonstrate ways to contribute to an environment that promotes wellbeing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand the role of risk-assessment in enabling a person-centred approach	7.1	Compare different uses of risk-assessment in health and social care			
		7.2	Explain how risk-taking and risk-assessment relate to rights and responsibilities			
		7.3	Explain why risk-assessments need to be regularly revised			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 8: Promote and Implement Health and Safety in Health and Social Care

Unit reference number: F/601/8138

Level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Unit content

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

Legislation relating to general health and safety: relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E), including local, national and European requirements for health and safety in a health and social-care work setting e.g. Health & Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Health and safety policies and procedures: details of agreed ways of working and approved codes of practice in health and social-care settings relating to health and safety; how to deal with accidents, injuries and emergency situations e.g. specific action to take, reporting procedures and completing relevant documentation; how to deal with first-aid situations e.g. understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment e.g. understanding moving and handling procedures; policies relating to the use of equipment e.g. understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding healthcare procedures e.g. key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation e.g. understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances e.g. situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety e.g. procedures for personal security and policies relating to the safeguarding of vulnerable individuals

Own responsibilities for health and safety: analysing the responsibility to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare e.g. protective clothing, specialised equipment; understanding the advantages and disadvantages of undertaking own responsibility in health and safety issues

Responsibilities of employers and others for health and safety: analysing the responsibility of employers to provide information e.g. about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; the responsibility of employers to provide training to do the job safely; protection e.g. special clothing, gloves or masks; health checks e.g. vision testing; the responsibility of others including team members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understanding the advantages and disadvantages of others taking responsibility for health and safety issues

Specific tasks: understanding that certain tasks should not be carried out without special training e.g. use of equipment, first aid, administering medication, healthcare procedures, food handling and preparation

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

Use health and safety policies and procedures: understanding how specific policies and procedures or agreed ways of working apply to own practice; understanding own responsibilities in relation to e.g. how to deal with accidents, injuries and emergency situations, specific working conditions and the working environment, the use of equipment, procedures relating to personal care, procedures relating to security and personal safety; understanding own responsibilities in relation to observation, risk assessment, reporting and recording procedures; supporting others to understand and follow safe practices; importance of good communication, sharing information, attending training, keeping up to date, maintaining records of staff training and development

Monitor and report potential health and safety risks: importance of continuous assessment of risks and regular checking e.g. equipment, machinery; importance of regular review and updating e.g. policies, procedures and agreed ways of working; reporting identified risks immediately; importance of reporting any changes e.g. to working conditions or environment; lines of communication and verbal reporting procedures; importance of written records being clear and accurate, detailing dates, times, simple description of risks identified and action taken; electronic reporting systems

Risk-assessment: understanding and using health and safety risk-assessment for the work environment or particular activities; the importance of risk-assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work

Health and Safety Executive five-step recommendations for risk assessment: identifying the hazards and differentiating between a hazard and a risk; deciding who might be harmed and how; evaluating the risks and deciding on precautions in order to minimise the risk; recording findings and implementing them; reviewing assessment and updating if necessary on a regular basis

Additional support or information: understanding how to access information from organisations like the HSC/E (e.g. information '*Health and safety law: What you should know')*, with contact details of people who can help or provide further information

3 **Understand procedures for responding to accidents and sudden illness**

Types of accidents and sudden illness: accidents e.g. slips and trips, falls, needle stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning; sudden illness e.g. heart attack, diabetic coma, epileptic convulsion

Procedures to be followed: understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others e.g. clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to complete a full written report and relevant documentation e.g. accident report, incident report; understanding the policies, procedures and agreed ways of working for the work setting

4   **Be able to reduce the spread of infection**

Supporting others to follow practices that reduce the spread of infection:
understanding how infection can be spread e.g. airborne, direct contact, indirect
contact; understand measures which can minimise the spread of infection e.g.
hand-washing, food hygiene procedures, disposal of waste; the importance of
communicating these procedures to others; use of communication aids e.g.
posters and notices; importance of regular staff training and updating;
encouraging and ensuring that others are familiar with policies, procedures and
agreed ways of working in order to reduce the spread of infection

Recommended method for hand-washing: follow the Department of Health
eight-step recommended procedure of:

● Wet hands and apply soap

● Rub palms together until soap is bubbly

● Rub each palm over the back of the other hand

● Rub between your fingers on each hand

● Rub backs of fingers (interlocked)

● Rub around each of your thumbs

● Rub both palms with fingertips

● Rinse hands under clean running water

● Dry hands with a clean towel

using liquid soap dispensers; using detergents intended for hands and not
unsuitable detergents, e.g. those intended to wash dishes which may dissolve
the natural oils in the skin; using air-dryers ensuring hands are completely dry;
washing hands after covering mouth when sneezing or coughing before carrying
out procedures or food preparation

Own health and hygiene: importance of basic personal hygiene measures in
reducing the spread of infection e.g. hand-washing after using the toilet or
before preparing food, covering the mouth when sneezing or coughing, using
disposable tissues; covering any cuts or abrasions with appropriately coloured
elastoplasts or suitable dressings e.g. blue in a food preparation environment;
importance of staying away from work when affected by illness or infection;
getting prompt treatment for illness or infections

5 **Be able to move and handle equipment and other objects safely**

Explain legislation relating to moving and handling: understand the main points of key legislation e.g. The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

Safe moving and handling: the key principles of avoid e.g. the need for hazardous manual handling assess e.g. the risk of injury from any hazardous manual handling, reduce e.g. the risk of injury from hazardous manual handling; the importance of assessment, e.g. the task, load, working environment and individual capability; reducing the risk of injury e.g. musculoskeletal disorders: avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a co-ordinated approach and good communication; using mechanical aids where necessary e.g. a hoist; changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

6 **Be able to handle hazardous substances and materials**

Describe hazardous substances and materials: COSHH regulations (2002) include substances that are corrosive e.g. acid, irritant e.g. cleaning fluids, toxic e.g. medicines, highly flammable e.g. solvents, dangerous to the environment e.g. chemicals, clinical waste, germs that cause diseases e.g. legionnaires' disease; materials that are harmful e.g. used needles, potentially infectious e.g. used dressings, body fluids e.g. blood, faeces, vomit

Safe practices with hazardous substances and materials: understanding the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials: understanding and being able to follow agreed ways of working, policies and procedures e.g. safe storage of drugs and medicines; stored out of reach; storing materials in containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances e.g. inhaling, contact with the skin or eyes, swallowing or skin puncture, understand and be able to use control measures e.g. universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary e.g. latex gloves, masks, aprons; understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures e.g. use of clinical waste bags; understand the importance of protecting others e.g. using a sharps box for used needles, understand the importance of protecting the environment e.g. disposal of dangerous chemicals; be able to minimise the spread of infection e.g. disposal of used dressings

7 **Be able to promote fire safety in the work setting**

Practices that prevent fires from starting and spreading: identifying potential fire hazards in the health and social-care workplace; understanding how fires start and spread, (the fire triangle of ignition, fuel and oxygen); preventing fires from starting e.g. the danger from lit cigarettes, naked flames, hot surfaces, faulty electrical equipment; the importance of regular checks on electrical equipment e.g. PAT testing; the importance of staff training and vigilance in the workplace; risk-assessment procedures; preventing fires from spreading through safe practices for e.g. storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

Measures that prevent fires from starting: importance of taking care with electrical appliances and equipment e.g. not overloading power sockets, checking for worn or faulty wiring, unplug appliances when not in use, keep electrical equipment away from water, never put anything metal in microwaves; importance of taking care with heating devices e.g. using approved covers on heaters and radiators, ensuring heaters are switched off or fully guarded at night; importance of taking care with naked flames e.g. not using candles, storing matches safely, enforcing strict procedures for designated smoking areas and ensuring that cigarettes are always fully extinguished

Emergency procedures to be followed: understanding how to raise the alarm if a fire is discovered, e.g. operating a fire alarm system; agreed procedures for alerting all personnel in the work setting; knowledge of basic fire fighting procedures e.g. use of different fire extinguishers, fire blankets or other fire safety equipment; understanding procedures for evacuation e.g. using designated routes, not using lifts, closing all doors; special evacuation procedures for very young children and individuals with mobility or other difficulties e.g. use of an evac-chair; knowledge of evacuation routes and assembly points; agreed procedures for checking on the presence of all personnel in the work setting; the importance of staff training and regular evacuation drills; the importance of ensuring that clear evacuation routes are maintained at all times e.g. keeping fire exits and doorways clear, not storing furniture or other equipment in the way of evacuation routes, keeping stairwells or designated special evacuation areas clear at all times

8 **Be able to implement security measures in the work setting**

Procedures for checking identity: understanding and implementing agreed ways of working for checking the identity of anyone requesting access to work setting premises e.g. checking official ID, signing in procedures, allocating visitor badges, the use of biometric security systems like fingerprint scanners; understanding and implementing agreed ways of working for checking the identity of anyone requesting access to information in the work setting e.g. checking official ID, secure password systems for electronic information; understanding the importance of confidentiality relating to information; procedures for dealing with electronic requests for information

Protecting security: understanding and implementing agreed ways of working for protecting own security and the security of others in the work setting e.g. knowledge of security systems, alarms, CCTV, gaining access to buildings; understanding special procedures for shift or night time working; importance of procedures for lone working and ensuring that others are aware of own whereabouts e.g. signing in and out, agreed procedures for communicating whereabouts, use of special codes or mobile phones; importance of staff training on security and vigilance in the workplace

9 **Know how to manage stress**

Common signs and symptoms of stress: physical signs and symptoms e.g. aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms e.g. moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms e.g. memory problems, inability to concentrate, poor judgement, constant worrying; behavioural signs and symptoms e.g. eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, nervous habits like nail-biting

Signs that indicate own stress: work factors e.g. changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors e.g. financial problems, relationship or family problems, major life changes, bereavement, injury or illness; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

Strategies for managing stress: understanding theories on coping strategies e.g. internally or externally focused, emotional or solution-focused; relaxation techniques e.g. massage, yoga, aromatherapy, listening to music; physical activity and exercise e.g. going for a run, joining a gym; social strategies e.g. meeting up with friends and family, volunteering or helping with community work; logical strategies e.g. making lists, prioritising; creative strategies e.g. music, painting or other artistic pursuits; faith strategies e.g. religion or other beliefs; the importance of emotional well-being and resilience; understanding and recognising individual stressors and taking time out; comparing and contrasting different strategies and their effectiveness

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1	Identify legislation relating to health and safety in a health or social-care work setting			
		1.2	Explain the main points of health and safety policies and procedures agreed with the employer			
		1.3	Analyse the main health and safety responsibilities of: ● Self ● The employer or manager ● Others in the work setting			
		1.4	Identify specific tasks in the work setting that should not be carried out without special training			
2	Be able to carry out own responsibilities for health and safety	2.1	Use policies and procedures or other agreed ways of working that relate to health and safety			
		2.2	Support others to understand and follow safe practices			
		2.3	Monitor and report potential health and safety risks			
		2.4	Use risk-assessment in relation to health and safety			
		2.5	Demonstrate ways to minimise potential risks and hazards			
		2.6	Access additional support or information relating to health and safety			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting			
		3.2	Explain procedures to be followed if an accident or sudden illness should occur			
4	Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection			
		4.2	Demonstrate the recommended method for hand-washing			
		4.3	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work			
5	Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relates to moving and handling			
		5.2	Explain principles for safe moving and handling			
		5.3	Move and handle equipment and other objects safely			
6	Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting			
		6.2	Demonstrate safe practices for: ● Storing hazardous substances ● Using hazardous substances ● Disposing of hazardous substances and materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: ● Starting ● Spreading			
		7.2	Demonstrate measures that prevent fires from starting			
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting			
		7.4	Ensure that clear evacuation routes are maintained at all times			
8	Be able to implement security measures in the work setting	8.1	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: ● Premises ● Information			
		8.2	Demonstrate use of measures to protect own security and the security of others in the work setting			
		8.3	Explain the importance of ensuring that others are aware of own whereabouts			
9	Know how to manage stress	9.1	Describe common signs and indicators of stress			
		9.2	Describe signs that indicate own stress			
		9.3	Analyse factors that tend to trigger own stress			
		9.4	Compare strategies for managing stress			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 9: Promote Good Practice in Handling Information in Health and Social Care Settings

Unit reference number: J/601/9470

Level: 3

Credit value: 2

Guided learning hours: 16

Unit summary

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

This is a mandatory unit in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England and in the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Unit content

1 **Understand requirements for handling information in health and social-care settings**

Requirements for handling information: relevant legislation relating to the handling of information in health and social care e.g. Data Protection Act, Freedom of Information Act, Disability Discrimination Act; other relevant legislation relating to the duty of confidentiality, human rights and safeguarding children and vulnerable adults; relevant codes of practice relating to the handling of information e.g. relating to the accuracy, retention, availability and disposal of information; the importance of having secure information systems, ensuring necessary safeguards and appropriate uses of personal information

Legal requirements and codes of practice: issues relating to the legal requirements for secure recording of information e.g. the common law duty of confidence, the legal requirements for accuracy of information and for information to be kept up to date, obtaining personal data only for specific, lawful purposes, and for personal data to be relevant and not excessive for its purpose; issues relating to the legal requirements for the secure storage of information e.g. the legal requirements that personal data should not be kept for longer than is necessary for its purpose, security measures to protect against the accidental loss, destruction or damage to personal data, legal requirements for the storage of electronic and manual data and access to secure information; issues relating to the legal requirements for sharing information e.g. freedom of information, principles of confidentiality, agreed ways of inter-agency and multi-agency/integrated working

2 **Be able to implement good practice in handling information**

Good practice in handling information: understanding the features of both manual and electronic information storage systems to ensure security e.g. encryption, secure passwords, electronic audit trails, secured IT networks, identity checks, security passes; understanding how to ensure security when storing and accessing information, e.g. following information governance procedures, ensuring confidential information is not disclosed without consent, preventing accidental disclosure of information, practising strict security measures, like shredding paper-based information, logging out of electronic data systems and operating effective incident-reporting processes; ensuring the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards; the importance of keeping legible, accurate, complete and up-to-date records e.g. signed and dated, specifying individual needs and preferences, indicating any changes in condition or care needs

3 **Be able to support others to handle information**

Support others to handle information: ensuring that others understand the need for secure handling of information; ensuring that others access relevant, compulsory training e.g. in information governance; support others to put into practice the guidance and procedures from information governance; ensuring that others understand the importance of secure record-keeping; support and enabling others to contribute to manual and electronic records e.g. reporting accurate and sufficient information to the appropriate people, sharing relevant information relating to any changes in an individual's personal details, condition or care needs; ensure that others are familiar with procedures for reporting incidents relating to any breach of information security such as missing, lost, damaged or stolen information or records; the importance of thorough and reliable communication systems

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand requirements for handling information in health and social-care settings	1.1	Identify legislation and codes of practice that relate to handling information in health and social care			
		1.2	Summarise the main points of legal requirements and codes of practice for handling information in health and social care			
2	Be able to implement good practice in handling information	2.1	Describe features of manual and electronic information storage systems that help ensure security			
		2.2	Demonstrate practices that ensure security when storing and accessing information			
		2.3	Maintain records that are up to date, complete, accurate and legible			
3	Be able to support others to handle information	3.1	Support others to understand the need for secure handling of information			
		3.2	Support others to understand and contribute to records			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 10: Purpose and Principles of Independent Advocacy

Unit reference number: M/502/3146

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can be used only in exceptional circumstances, for example

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence

● direct observation is the required assessment method to be used to evidence some part of this unit

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established

● work products

● professional discussion

● candidate/reflective accounts

● questions asked by assessors

● witness testimonies

● projects/assignments/rpl

● case studies

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand independent advocacy	1.1	Define independent advocacy			
		1.2	Explain the limits to advocacy and boundaries to the service			
		1.3	Identify the different steps within the advocacy process			
		1.4	Distinguish when independent advocacy can and cannot help			
		1.5	Identify a range of services independent advocates commonly signpost to			
		1.6	Explain the difference between advocacy provided by independent advocates and other people			
2	Explain principles and values underpinning Independent Advocacy	2.1	Explain the key principles underpinning independent advocacy			
		2.2	Explain why the key principles are important			
3	Describe the development of advocacy	3.1	Explain the purpose of independent advocacy			
		3.2	Identify key milestones in the history of advocacy			
		3.3	Explain the wider policy context of advocacy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to explain different types of advocacy support and their purpose	4.1	Compare a range of advocacy models			
		4.2	Explain the purpose of different advocacy models			
		4.3	Identify the commonalities and differences in a range of advocacy models			
5	Understand the roles and responsibilities of an independent advocate	5.1	Explain roles and responsibilities within independent advocacy			
		5.2	Describe the limits and boundaries of an independent advocate			
		5.3	Describe the skills, attitudes and personal attributes of a good advocate			
		5.4	Identify when and from whom to seek advice when faced with dilemmas			
6	Understand advocacy standards	6.1	Describe a range of standards which apply to independent advocacy			
		6.2	Explain how standards can impact on the advocacy role and service			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 11: Understand Mental Wellbeing and Mental Health Promotion

Unit reference number: F/602/0097

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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 effectively to promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the lifespan	1.1	Evaluate two different views on the nature of mental wellbeing and mental health			
		1.2	Explain the range of factors that may influence mental wellbeing and mental health problems across the life span, including: ● Biological factors ● Social factors ● Psychological factors			
		1.3	Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health: ● Risk factors including inequalities, poor-quality social relationships ● Protective factors including socially valued roles, social support and contact			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 wellbeing and mental health			
		2.2	Explain how to support an individual in promoting their mental wellbeing and mental health			
		2.3	Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health			
		2.4	Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community			
		2.5	Evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 12: Understand Mental Health Problems

Unit reference number: J/602/0103

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the main forms of mental ill health	1.1	Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders			
		1.2	Explain the key strengths and limitations of the psychiatric classification system			
		1.3	Explain two alternative frameworks for understanding mental distress			
		1.4	Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know the impact of mental ill health on individuals and others in their social network	2.1	Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health			
		2.2	Explain how mental ill health may have an impact on the individual including: ● Psychological and emotional ● Practical and financial ● The impact of using services ● Social exclusion ● Positive impacts			
		2.3	Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: ● Psychological and emotional ● Practical and financial ● The impact of using services ● Social exclusion ● Positive impacts			
		2.4	Explain the benefits of early intervention in promoting an individual's mental health and wellbeing			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 13: Understand the Process and Experience of Dementia

Unit reference number: J/601/3538

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learners taking the Dementia pathway in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England must take this unit.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 **Understand the neurology of dementia**

Causes of dementia syndrome: Alzheimer's disease; vascular dementia; Pick's disease; dementia with Lewy bodies (Fronto-Temporal); Creutzfeldt-Jakob Disease (CJD); Huntington's disease

Types of memory impairment commonly experienced by individuals with dementia: decline in memory, reasoning and communication; changes in behaviour; loss of skills; abilities which fluctuate; movement difficulties

The way that individuals process information with reference to the abilities and limitations of individuals with dementia: information processing – sensory input of sight, sound, attention; short-term memory; long-term memory; effects of different types of dementia on this process

How other factors can cause changes in an individual's condition that may not be attributable to dementia: the difference between dementia, depression and confusional states; sensory changes due to age-related degeneration e.g. macular degeneration and cataracts affecting vision, loss of hearing and increase of tinnitus affecting balance; reduced metabolism causing poor appetite; osteoporosis and fear of falling

Why the abilities and needs of an individual with dementia may fluctuate: changes to the physical environment e.g. moving home, starting at a day centre; changes to the social environment e.g. changes in carers, loss of family or friends and social isolation, bereavement; changes to the emotional environment e.g. carers become stressed, experience of abuse; personal changes – changes in treatment, changes in medication, and changes in physical condition e.g. bacteria or viral infections, vascular changes, rapidity of onset of dementia

2 **Understand the impact of recognition and diagnosis of dementia**

The impact of early diagnosis and follow-up to diagnosis: quality of life, e.g. fear, feeling of lack of control, loss of dignity, loss of identity, lack of involvement, invasion of privacy, fear of losing own home, inability to communicate needs and preferences; social e.g. loss of friends, loss of community involvement, difficulty in dealing with own finances, attitudes of others; impact on health, e.g. increased risk of falls, nutrition, personal hygiene, reduced exercise; increased likelihood of abuse, e.g. emotional, neglect, physical, sexual, financial, increased likelihood of injury or harm

The importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working: agreed ways of recording in own organisation; written or electronic recording is factual, legible, dated, signed or authenticated and confidential; importance of recording to highlight risk and establish if there is a pattern, an improvement or a worsening of symptoms

The process of reporting possible signs of dementia within agreed ways of working: agreed ways of reporting in own organisation such as verbal, written, electronic; accurate, timely, and confidential reporting

The possible impact of receiving a diagnosis of dementia on the individual: impact on individual includes fear, denial, need for information, need for sources of support e.g. emotional or financial support

The possible impact of receiving a diagnosis of dementia on the individual's family and friends: impact on family and friends such as fear, denial, need for information, need for sources of support e.g. emotional or financial support

3 **Understand how dementia care must be underpinned by a person-centred approach**

Person-centred approach: principles of care including dignity, respect, choice, independence, privacy, rights, culture; seeing the person first and the dementia second; focusing on strengths and ability; preferred or appropriate communication; acting in the best interests of the individual; person-to-person relationships; involve individual in care planning; taking account of history, e.g. personal, family, medical

Non-person-centred approaches: institutional perspective, bio-medical perspective

Techniques to meet the fluctuating abilities and needs of the individual with dementia: reality orientation approach; validation approach

Techniques using the physical environment to meet the fluctuating abilities and needs of the individual with dementia: use of assistive technologies, e.g. pressure mats, door alarms linked to staff pagers, personal pendant alarms; an enabling and safe environment, e.g. hand-rails, safe flooring, use of colour/textures, practical aids

Techniques using the social environment to meet the fluctuating abilities and needs of the individual with dementia: use of social environment to enable positive interactions with individuals with dementia; use of reminiscence techniques to facilitate a positive interaction with the individual with dementia; holistic approach, responsive and flexible approach; involving family and friends, individual's personal beliefs, focusing on strengths and abilities, effective communication; appropriate exercise, activities specific to the needs of the individual, e.g. music sensory; alternative therapies, e.g. aromatherapy, massage, sensory

Maintaining health and wellbeing: methods, e.g. conventional medicines, safe handling of medicines, complementary medicines, diet and nutrition, fluid intake, personal care, measures to reduce risk of infection

*Myths and stereotypes related to dementia that may affect the individual and their carers: s*tigma and its impact on relationships e.g. social isolation of individual and carer, assumption of automatic loss of independence e.g. unable to drive, unable to make decisions about own care; dissatisfying interactions with the medical community e.g. difficulty in obtaining early diagnosis; uncertainty about availability of support services and treatments; importance of person-centred values e.g. individuality, rights, choice, privacy, independence, dignity, respect, autonomy

Ways in which individuals and carers can be supported to overcome their fears: person-centred planning and reviews information about accessible and appropriate support services; emotional support such as individuals in early stage dementia involved in decision-making; involvement with support organisation e.g. Alzheimer's; training; safeguarding work; balance between protection and maintaining rights; service provision to include integrated working across private, statutory and third sector, e.g. hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social-care workers, counsellors, dementia advisers, advocate

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how dementia care must be underpinned by a person-centred approach	3.1	Compare a person-centred and a non-person-centred approach to dementia care			
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia			
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers			
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 14: Understand the Administration of Medication to Individuals with Dementia Using a Person-Centred Approach

Unit reference number: K/601/9199

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Administering, e.g.

- fitting with the routines of the individual
- meeting the preferences of the individual (tablets/solutions)
- enabling techniques
- self-administration

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the common medications available to, and appropriate for, individuals with dementia	1.1	Outline the most common medications used to treat symptoms of dementia			
		1.2	Describe how commonly used medications affect individuals with dementia			
		1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia			
		1.4	Explain the importance of recording and reporting side-effects/adverse reactions to medication			
		1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain			
2	Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication	2.1	Describe person-centred ways of administering medicines whilst adhering to administration instructions			
		2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 15: Understand the Role of Communication and Interactions with Individuals who have Dementia

Unit reference number: L/601/3539

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Others, e.g.

- care worker
- colleagues
- manager
- social worker
- occupational therapist
- general practitioner
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups

Carers, e.g.

- partner
- family
- friends
- neighbours

Wellbeing

- sense of hope
- sense of agency
- confidence
- self-esteem
- physical health

Evidenced in wellbeing indicators

- can communicate wants, needs and choices
- makes contact with other people
- shows warmth and affection
- show pleasure or enjoyment
- alertness, responsiveness
- uses remaining abilities
- expresses self creatively
- is cooperative or helpful
- responds appropriately to people
- expresses appropriate emotions
- relaxed posture or body language
- sense of humour
- sense of purpose
- signs of self-respect

Reality orientation

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

Validation approach

Using non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid. Focusing on the feelings rather than the content of speech.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand that individuals with dementia may communicate in different ways	1.1	Explain how individuals with dementia may communicate through their behaviour			
		1.2	Give examples of how carers and others may misinterpret communication			
		1.3	Explain the importance of effective communication to an individual with dementia			
		1.4	Describe how different forms of dementia may affect the way an individual communicates			
2	Understand the importance of positive interactions with individuals with dementia	2.1	Give examples of positive interactions with individuals who have dementia			
		2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing			
		2.3	Explain the importance of involving individuals with dementia in a range of activities			
		2.4	Compare a reality orientation approach to interactions with a validation approach			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the factors which can affect interactions and communication of individuals with dementia	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia			
		3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills			
		3.3	Describe how the environment might affect an individual with dementia			
		3.4	Describe how the behaviour of carers or others might affect an individual with dementia			
		3.5	Explain how the use of language can hinder positive interactions and communication			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 16: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion

Unit reference number: Y/601/3544

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Heritage this refers to an individual's culture, history and personal experiences, and is unique to them

Others may be

- care worker
- colleagues
- managers
- social worker
- occupational therapist
- general practitioner
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the concept of diversity and its relevance to working with individuals who have dementia	1.1	Explain what is meant by the terms ● Diversity ● Anti-discriminatory practice ● Anti-oppressive practice			
		1.2	Explain why it is important to recognise and respect an individual's heritage			
		1.3	Describe why an individual with dementia may be subjected to discrimination and oppression			
		1.4	Describe how discrimination and oppressive practice can be challenged			
2	Understand that each individual's experience of dementia is unique	2.1	Explain why it is important to identify an individual's specific and unique needs			
		2.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person			
		2.3	Describe how the experience of an individual's dementia may impact on carers			

		2.4	Describe how the experience of dementia may be different for individuals: ● Who have a learning disability ● Who are from different ethnic backgrounds at the end of life			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of working in a person-centred way and how this links to inclusion	3.1	Explain how current legislation and Government policy supports person-centred working			
		3.2	Explain how person-centred working can ensure that an individual's specific and unique needs are met			
		3.3	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 17: Understand Theories of Relationships and Social Networks

Unit reference number: Y/601/8579

Level: 4

Credit value: 3

Guided learning hours: 29

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand supportive relationships and social networks.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the relevance of relationship theories to health and social care practice	1.1	Compare key principles of relationship theories			
		1.2	Analyse ways in which an understanding of relationship theories can enhance health and social care practice			
2	Understand the impact of relationships and social networks on wellbeing and self-esteem	2.1	Describe the benefits of supportive relationships and social networks for an individual's wellbeing and self-esteem			
		2.2	Describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self-esteem			
		2.3	Analyse the features of supportive relationships and dysfunctional relationships			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand factors that can influence the process of a relationship	3.1	Explain the processes involved in the development, maintenance and breakdown of relationships			
		3.2	Analyse how the development, maintenance and breakdown of relationships can be influenced by: ● Social factors ● Economic factors ● Cultural factors ● Psychological factors ● Physical factors			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 18: Introduction to Personalisation in Social Care

Unit reference number: K/601/9493

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

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

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 19: The Principles of Infection Prevention and Control

Unit reference number: L/501/6737

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

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 Personal Protective Equipment (PPE) correctly and the importance of good personal hygiene.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand 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 of 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	Describe 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Describe 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	Describe 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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 20: Causes and Spread of Infection

Unit reference number: H/501/7103

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Cleaning, Decontamination and Waste-Management

Unit reference number: R/501/6738

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to maintain a clean environment to prevent the spread of infection	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of good waste management practice in the prevention of the spread of infection	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 22: Understand the Context of Supporting Individuals with Learning Disabilities

Unit reference number: K/601/5315

Level: 2

Credit value: 4

Guided learning hours: 35

Unit summary

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

Learners taking the Learning Disability pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF) must take this unit.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

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

Legislation and policies: relevant sections from e.g. Equality Act 2010; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Disability Equality Duty 2006; National Health Service and Community Care Act 1990; organisational policies and procedures; Valuing People A New Strategy for Learning Disability for the 21st Century (Department of Health 2001a)

Terminology: learning disability, equality, opportunity, rights, inclusion, difference, overt discrimination, covert discrimination, vulnerability, abuse, empowerment, stereotyping, labelling, prejudice, harassment

Application of relevant legislation and policy: theory in practice, influences, experience

2 **Understand the nature and characteristics of learning disability**

Learning disability: definition 'a state of arrested or incomplete development of mind'; somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning' not acquired as a result of accident or following the onset of adult illness (BILD 2004); mild, moderate, severe, profound learning disability

Causes of learning disability: e.g. before, during and after birth – environmental, genetic and chromosomal factors, unknown factors

Intellectual impairment: dyslexia, dyscalculia, dysgraphia, dyspraxia, auditory processing disorder, visual processing disorder, social or adaptive dysfunction, early onset

Models of disability: medical, social; community integration, person-centred approach, inclusivity

Impact: family actions and reactions; parents, siblings, extended family; demography

3 **Understand the historical context of learning disability**

Types of services: mental institutions, lunatic asylums, long-stay hospitals, special schools, community care, day centres

Terminology: e.g. special needs, mental handicap

Effects of past on present: attitudes and beliefs of society, underpinning factors – political, social and economic; labelling and stereotyping, segregation, long-stay hospitals, work-houses, poor inter-agency collaboration, improved inter-agency collaboration

Key changes: where people live, daytime activities, education, employment, sexual relationships and parenthood, the provision of healthcare; respite and day-care services, independent care options, informal carers, supported living

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

Terminology: social inclusion, exclusion; advocacy; person-centred; active partner, empowerment participation, reducing inequalities of opportunity, respect, choices; issues and dilemmas, the role of facilitators

Empowerment and active participation: person-centred thinking; daily living, personal growth, promoting independence, providing support, control, self-advocacy, self-determination, independence, integration

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

Attitudes: Thompson's PCS Analysis; society's changing attitudes; inclusivity; media-representation; values and ethics; cultural attitudes; religious attitudes

Labelling and stereotyping: positive aspects, negative aspects e.g. name-calling, intimidation, violence, butt of jokes etc. discrimination, decision-making, social learning

Promoting positive attitudes: e.g. education, engaging with communities, integration, inclusion

External agencies and others: roles; external agencies – advocacy services, professionals, parent/carer support groups; campaign groups; others e.g. the individual, colleagues, families or carers, friends, other professionals, members of the public, advocates

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

Communication: verbal and non-verbal language; spatial awareness, touch and body language, use of signs and symbols, technological aids; communication cycle – ideas occur, message coded, message sent, message received, message decoded, message understood

Appropriateness of communication: age; ability; cultural

Understanding: active listening; facial expressions; eye contact; clarifying; repeating; appropriate language; tone; pace; proximity; addressing misunderstandings

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1	Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities			
		1.2	Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families			
2	Understand the nature and characteristics of learning disability	2.1	Explain what is meant by 'learning disability'			
		2.2	Give examples of causes of learning disabilities			
		2.3	Describe the medical and social models of disability			
		2.4	State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'			
		2.5	Describe the possible impact on a family of having a member with a learning disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the historical context of learning disability	3.1	Explain the types of services that have been provided for individuals with learning disabilities over time			
		3.2	Describe how past ways of working may affect present services			
		3.3	Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: ● Where people live ● Daytime activities ● Employment ● Sexual relationships and parenthood ● The provision of healthcare			
4	Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1	Explain the meaning of the term 'social inclusion'			
		4.2	Explain the meaning of the term advocacy			
		4.3	Describe different types of advocacy			
		4.4	Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain how attitudes are changing in relation to individuals with learning disabilities			
		5.2	Give examples of positive and negative aspects of being labelled as having a learning disability			
		5.3	Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers			
		5.4	Explain the roles of external agencies and others in changing attitudes, policy and practice			
6	Know how to promote communication with individuals with learning disabilities	6.1	Identify ways of adapting each of the following when communicating with individuals who have learning disabilities ● Verbal communication ● Non-verbal communication			
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities			
		6.3	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 23: Principles of Supporting an Individual to Maintain Personal Hygiene

Unit reference number: H/601/5703

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit content

1 Understand the importance of good personal hygiene

Importance of personal hygiene: health needs; appearance; social acceptance, the working or learning environment

Effects of poor personal hygiene: physical; social; emotional; infection, disease, exacerbation of an existing condition e.g. tooth decay, fungal conditions; social exclusion, alienation, bullying; lack of confidence

2 Know how to encourage an individual to maintain personal hygiene

Addressing issues: individual needs and choices; using tact, diplomacy; confidence-building; self-management

Awareness of the effect of poor hygiene on others: health promotion resources e.g. posters, DVDs; spread of infection and disease; social effect

Supporting an individual: privacy, confidentiality; different procedures and products; using communication and inter-personal skills

3 Know how to support an individual to maintain personal hygiene

Contributory factors: carers and colleagues, role models; privacy and respect; maximise independence, self-esteem, self-image; routine

Supporting preferences and needs: comfort, safety and security e.g. within personal environment, products, helpers; enabling independence, supporting and encouraging choice e.g. of products and procedures

Maintaining dignity: facilities; personal beliefs and preferences e.g. enabling choice of personal cleanliness, materials, toiletries; discussion of conflicting opinions; accessibility of materials and equipment

Risks to own health: spread of infection and disease; allergies to products

Reducing risks: awareness of processes and procedures; use of protective equipment e.g. overalls, gloves; understanding and using interpersonal skills

Involvement of others: services e.g. podiatry, dental, hair-care

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

Underlying personal issues: physical factors e.g. accessibility and ability to use resources due to height, size; allergies and sensitivities; mental illness e.g. dementia, depression, schizophrenia; learning disability

Addressing underlying issues: effective implementation of person-centred care plans; active support of individuals by understanding and addressing physical factors e.g. skin allergy

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 wellbeing			
2	Know how to encourage an individual to maintain personal hygiene	2.1	Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values			
		2.2	Describe how to make an individual aware of the effects of poor hygiene on others			
		2.3	Describe how to support an individual to develop and improve personal hygiene routines			
3	Know how to support an individual to maintain personal hygiene	3.1	Identify factors that contribute to good personal hygiene			
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence			
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene			
		3.4	Describe risks to own health in supporting personal hygiene routines			
		3.5	Describe how to reduce risks to own health			
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand when poor hygiene may be an indicator of other underlying personal issues	4.1	Identify underlying personal issues that may be a cause of poor personal hygiene			
		4.2	Describe how underlying personal issues might be addressed			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 24: Understand Positive Risk-Taking for Individuals with Disabilities

Unit reference number:	J/601/6293
Level:	3
Credit value:	3
Guided learning hours:	25

Unit summary

This unit promotes a positive, person-centred approach to risk-taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Individual is someone requiring care or support. Abuse **may include the following types:**

- physical abuse

- sexual abuse

- emotional/psychological abuse

- financial abuse

- institutional abuse

- self-neglect

- neglect by others

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

Others may include:

- the individual

- colleagues

- families or carers

- friends

- other professionals

- members of the public

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand that individuals with disabilities have the same right as everyone else to take risks	1.1	Explain ways in which risk is an integral part of everyday life			
		1.2	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks			
		1.3	Describe the links between risk-taking and responsibility, empowerment and social inclusion			
2	Understand the importance of a positive, person-centred approach to risk-assessment	2.1	Explain the process of developing a positive person-centred approach to risk-assessment			
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk-assessment			
		2.3	Explain how a service-focused approach to risk assessment would differ from a person-centred approach			
		2.4	Identify the consequences for the individual of a service-focused approach to risk-assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the legal and policy framework underpinning the right of an individual with disabilities to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support an individual to have control over their own lives			
4	Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1	Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives			
		4.2	Explain how to support individuals to recognise and manage potential risk in different areas of their lives			
		4.3	Explain the importance of balancing the choices of the individual with their own and others' health and safety			
		4.4	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks			
		4.5	Explain the importance of recording all discussions and decisions made			
5	Understand the importance of a partnership approach to risk-taking	5.1	Explain the importance of a person-centred partnership approach			
		5.2	Describe ways of handling conflict when discussing and making decisions about risk			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 25: Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health

Unit reference number: A/601/6274

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

The principles of human rights underpin this unit. Where **mental capacity** is referred to, it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not.

Key features of sexual health may include contraception, hygiene, sexually transmitted infections etc.

Plans for health care – in England this refers to/should include Health Action Plans.

Relevant legislation – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the development of human sexuality	1.1	Define the terms: ● Sexuality ● Sexual health ● Sexual orientation ● Sexual expression			
		1.2	Explain main sexual development milestones throughout an individual's lifespan			
2	Understand how the sexual development of individuals with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability			
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development			
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and wellbeing			
		3.2	Identify sexual health issues that differently affect men and women			
		3.3	Explain how sexual health issues can be supported within plans for healthcare			
		3.4	Identify local services that exist to support sexual health for individuals			
4	Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1	Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to support the sexual expression of an individual with a learning disability	5.1	Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities			
		5.2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality			
		5.3	Describe different ways an individual can express themselves sexually and how individual preferences can be supported			
		5.4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 26: Understand how to Support Individuals with Autistic Spectrum Conditions

Unit reference number: T/601/5317

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them, and to learn about good practice in areas such as communication and support.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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 Disorder (ASD). 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 ASD in this context.

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

Specific preferences and needs – includes routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc.

Harm may include: being taken advantage of because of lack of social understanding; violating the law without realising they are is doing something harmful; abuse; extreme anxiety etc.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests			
		1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'			
		1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum			
		1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition			
		1.5	Describe other conditions that may be associated with the autistic spectrum			
		1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them			
		2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment			
		2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families			
		2.4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand different theories and concepts about autism	3.1	Explain theories about autism related to ● Brain function and genetics ● Psychology			
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum			
		3.3	Describe the strengths and limitations of different types of terminology			
		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition			
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis			
		3.6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1	Identify what legislation and national and local policy and guidance exists			
		4.2	Explain what individuals or situations the legislation, national and local policy and guidance applies to			
		4.3	Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1	Give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences			
		5.2	Describe methods and systems used to develop and support an individual's communication			
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 27: Principles of Supporting Young People with a Disability to Make the Transition into Adulthood

Unit reference number: M/601/7227

Level: 3

Credit value: 3

Guided learning hours: 30

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

It assesses knowledge that underpins Unit 100: Support Young People with a Disability to Make the Transition into Adulthood, and must be achieved with that unit to confirm competence.

Additional information

Families may also include others significant to the young person such as guardians, carers, friends, partners etc.

Legislation and local and national practice guidelines - current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists Citizens Advice etc.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the importance of supporting a young person and their family to reflect on the transition	5.1	Explain why it is important to reflect on the transition with the young person and their family			
		5.2	Explain the importance of recording the process of transition			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 28: Principles of Self-Directed Support

Unit reference number: M/601/7048

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Self-directed support – puts the person in need of support in control of that support.

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

Legislation, policy or guidance – refers to any current legislation or guidance around this area.

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

Others may include

- families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support			
		1.2	Explain the benefits of an individual having self-directed support			
		1.3	Explain how legislation, policy or guidance underpin self-directed support			
		1.4	Explain what the following terms mean: ● Indicative allocation ● Supported self-assessment ● Support plan ● Outcome focused review			
		1.5	Outline the possible barriers to self-directed support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to support an individual to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported			
		2.2	Explain how individuals can direct their own support if they do not have a personal budget			
		2.3	Explain how person-centred planning can be used to inform a support plan			
		2.4	Explain the roles of others who can assist individuals in developing their support plan			
		2.5	Describe different ways that individuals can develop a support plan			
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget			
		2.7	Describe what might be included in the costings for a support plan			
3	Understand the different ways that people can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support			
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services			
		3.3	Explain what restrictions may be imposed on personal budgets			
		3.4	Describe the criteria that are used to sign off a support plan			
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the outcome focused review process	4.1	Explain the process of an outcome-focused review			
		4.2	Explain how to enable someone to prepare for their outcome-focused review			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 29: Understand Physical Disability

Unit reference number: J/601/6150

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Congenital can include:

- cerebral palsy

- cystic fibrosis

- spina bifida

- congenital heart conditions

- muscular dystrophy

- congenital hip disorder

Acquired disabilities can include:

- Arthritis

- Rheumatism

- cardiac conditions

- pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

Neurological conditions can include:

- multiple sclerosis

- Parkinson's disease

- stroke

Progressive can also include neurological and some congenital conditions:

motor neurone disease.

Life choices:

- physical health

- education

- housing

- employment

- access to cultural/leisure activities

- mobility

- sexuality

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of differentiating between the individual and the disability	1.1	Explain the importance of recognising the centrality of the individual rather than the disability			
		1.2	Explain the importance of an assessment being person-centred			
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only			
2	Understand the concept of physical disability	2.1	Define the term physical disability			
		2.2	Describe the following terminology used in relation to physical disability: ● Congenital ● Acquired ● Neurological			
		2.3	Compare a congenital disability with a neurological disability, including causes			
		2.4	Explain the emotional impact of a progressive disability on the individual			
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the impact of living with a physical disability within society	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability			
		3.2	Analyse the socio-economic effects of physical disability on an individual			
		3.3	Explain the changes that have occurred in society as a result of disability legislation			
		3.4	Analyse the extent of improvements for the individual as a result of disability legislation			
		3.5	Explain the effects of physical disability on an individual's life choices			
		3.6	Explain how attitudes either promote a positive or negative perception of disability			
4	Understand the importance of promoting inclusion and independence	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities			
		4.2	Analyse ways that inclusion and independence can be promoted			
		4.3	Explain the importance of the individual having control of choices and decisions			
		4.4	Analyse the importance of positive risk-taking for the individual with physical disabilities			
		4.5	Explain how to encourage the individual to take positive risks while maintaining safety			
		4.6	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 30: Understand the Impact of Acquired Brain Injury on Individuals

Unit reference number: Y/601/6167

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

The aim of the unit is to acquire knowledge to support people who have an acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

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

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

Personality changes:

- irritability

- disinhibited behaviour

- frustration

- loss of social skills

- lack of self-awareness

Self-Awareness – ability to understand the impact of behaviour on others

Carers:

- spouse/partner

- child

- parent

- sibling

- friend

Challenging behaviour:
- physical attack

- threatening language

- sexual disinhibition

Measures – actions required to manage risk e.g.:

- policies

- supervision

- support from colleagues

- make a risk-assessment

- risk-management plan

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand acquired brain injury	1.1	Define acquired brain injury			
		1.2	Describe possible causes of acquired brain injury			
		1.3	Explain the difference between a traumatic brain injury and other forms of acquired brain injury			
		1.4	Describe brain injuries that are: ● Mild ● Moderate ● Severe			
2	Understand the impact on individuals of acquired brain injury	2.1	Discuss initial effects of acquired brain injury on the individual			
		2.2	Explain the long-term effects of acquired brain injury to include: ● Physical ● Functional ● Cognitive ● Behavioural effects			
		2.3	Explain the concepts of loss in relation to acquired brain injury for individuals and carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria			
		3.2	Explain the effects of dysphasia and dysarthria on communication			
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria			
		3.4	Evaluate different intervention strategies and assistive tools that support communication			
4	Understand the impact that personality changes can have on an individual and those providing support	4.1	Explain the impact of personality changes on the individual			
		4.2	Explain the impact of personality changes on those caring for the individual			
		4.3	Explain how lack of self-awareness/insight may affect the individual			
		4.4	Explain the skills needed to support the individual and family/carers to come to terms with personality changes			
5	Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging			
		5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour			
		5.3	Explain measures that should be taken to manage the risk from challenging behaviour			
		5.4	Explain the process for reporting and referring challenging behaviour			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 31: Understand Sensory Loss

Unit reference number: M/601/3467

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

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

Social workers in Wales taking the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland must take this unit.

Health workers in Wales and all workers in Northern Ireland are not required to take this unit.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness

Factors could include:

- communication
- information
- familiar layouts and routines
- mobility

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact on individuals with sensory loss			
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss			
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision			
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: ● Sight loss ● Hearing loss ● Deaf blindness			
		2.2	Describe how the environment facilitates effective communication for people with sensory loss			
		2.3	Explain how effective communication may have a positive impact on lives of individuals with sensory loss			
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss			
		3.2	Define congenital sensory loss and acquired sensory loss			
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: ● Sight loss ● Hearing loss ● Deaf blindness			
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status			
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 32: Understand Models of Disability

Unit reference number: F/601/3473

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the difference between models of disability	1.1	Outline the history and development of the medical, social and psycho-social models of disability			
		1.2	Compare and contrast the medical, social and psycho-social models of disability			
2	Understand how the adoption of models of disability can shape an individual's identity and experience	2.1	Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience			
3	Understand how the adoption of models of disability can shape service delivery	3.1	Analyse how the medical, social and psycho-social models of disability can shape service delivery			
		3.2	Evaluate how own practice promotes the wellbeing and quality of life of individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 33: Providing Independent Advocacy Support

Unit reference number: T/502/3147

Level: 3

Credit value: 6

Guided learning hours: 25

Unit summary

This unit focuses on the practicalities of offering independent advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the independent advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can be used only in exceptional circumstances, for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established:

● work products

● professional discussion

● candidate/reflective accounts

● questions asked by assessors

● witness testimonies

● projects/assignments/recognition of prior learning (RPL)

● case studies

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Establish safe boundaries to maintain the advocacy relationship	1.1	Explain the advocacy role to a range of people receiving advocacy support			
		1.2	Conduct an introductory meeting which establishes key principles of independent advocacy			
		1.3	Identify a range of issues that can impact on the relationship			
		1.4	Identify limitations to the independent advocacy role			
2	Establish the advocacy relationship	2.1	Explain the potential benefits of advocacy to the individual			
		2.2	Explain and establish a range of boundaries			
		2.3	Establish if advocacy support is appropriate			
		2.4	Establish the individual's requirements			
		2.5	Explain the complaints procedure of the advocacy service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Assist the individual receiving advocacy support to explore and make choices	3.1	Support access to information to enable the individual to make an informed choice			
		3.2	Support the individual to explore possible consequences of making a particular choice			
		3.3	Distinguish between the advocate's view and the choice made by the individual			
		3.4	Support the individual to make choices including decisions that may be considered unwise			
		3.5	Using principles of independent advocacy, respond to individuals who choose to take risks			
4	Construct an action plan	4.1	Support an individual to prioritise his/her goals			
		4.2	Agree a course of action with the individual receiving advocacy support			
		4.3	Identify key individuals who will be involved in achieving the plan			
		4.4	Provide ongoing feedback to the individual			
		4.5	Review the action plan			
		4.6	Identify who to seek advice from when the action plan is threatened			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Support the individual receiving advocacy support to self-advocate	5.1	Summarise the benefits of self-advocacy			
		5.2	Use a range of techniques to support an individual to self-advocate			
		5.3	Take actions to help individuals achieve their goals			
6	Act on the instruction of the person receiving advocacy support	6.1	Identify the wishes and feelings of an individual receiving advocacy support			
		6.2	Agree a preferred course of action			
		6.3	Provide feedback on action taken to the individual			
7	Review and end the advocacy relationship	7.1	Support the individual to assess the outcomes of the advocacy relationship			
		7.2	Support the individual to establish if further assistance is needed			
		7.3	Decide when and how to end the advocacy relationship			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 34: Maintaining the Independent Advocacy Relationship

Unit reference number: A/502/3148

Level: 3

Credit value: 6

Guided learning hours: 25

Unit summary

The unit examines the relationship between an independent advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client-led relationship whilst developing an understanding of the limitations of the role.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can be used only in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- work products
- professional discussion
- candidate/reflective accounts
- questions asked by assessors
- witness testimonies
- projects/assignments/RPL
- case studies

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know what to do when faced with practice dilemmas	1.1	Identify a range of ethical and practical challenges commonly faced by advocates			
		1.2	Develop a plan or strategy to respond to a range of challenges and threats			
		1.3	Identify a range of people who can offer support in responding to dilemmas and threats			
2	Deal positively with conflict	2.1	Identify a range of situations and people where conflict may arise			
		2.2	Develop positive strategies in resolving conflict			
3	Maintain accurate records	3.1	Explain the importance of writing and maintaining accurate records			
		3.2	Identify a range of information which is and is not relevant			
		3.3	Use appropriate templates to record information			
4	Prioritise competing work commitments	4.1	Identify essential and non-essential advocacy tasks			
		4.2	Prioritise competing commitments and tasks			
5	Use personal value base and power appropriately	5.1	Explain personal motivation and why the learner wants to provide independent advocacy support			
		5.2	Identify personal values in relation to mental health, disability, human rights, participation and best interests			
		5.3	Identify sources of personal power			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Use supervision as a tool to reflect and improve practice	6.1	Explain the purpose and function of supervision			
		6.2	Identify methods of preparing for supervision			
		6.3	Participate in supervision			
		6.4	Use self-reflection to explore the advocate practice			
		6.5	Use supervision to identify opportunities to improve skills and knowledge			
		6.6	Use supervision to explore emotional and practical challenges			
7	Use local and national networks	7.1	Identify the role of local and national networks			
		7.2	Access support from local and national networks			
		7.3	Contribute to the work of local and national networks			
8	Respond to concerns of abuse	8.1	Identify potential signs of child (or) adult abuse			
		8.2	Explain child (or) adult protection procedures			
		8.3	Use the advocacy organisation's protection policy to respond to concerns of abuse			
		8.4	Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes			
		8.5	Support the individual uphold their right to be heard			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 35: Responding to the Advocacy Needs of Different Groups of People

Unit reference number: F/502/3149

Level: 3

Credit value: 6

Guided learning hours: 25

Unit summary

The unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as:

- black people and ethnic minority groups
- older people
- people who do not use English as their first language
- people who are physically disabled
- people with learning disabilities
- people with mental health needs
- children and young people
- those who cannot instruct an advocate
- people with sensory impairments.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can be used only in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- work products
- professional discussion
- candidate/reflective accounts
- questions asked by assessors
- witness testimonies
- projects/assignments/RPL
- case studies

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Make advocacy accessible to individuals and different groups	1.1	Identify factors which prevent different groups of people from accessing advocacy support			
		1.2	Use a range of strategies to make advocacy accessible to different groups			
2	Define social exclusion	2.1	Summarise the key components of social exclusion			
		2.2	Explain the impact of social exclusion on different groups of people			
3	Explain the medical and social model of disability	3.1	Describe the medical and social model of disability			
		3.2	Explain how the medical and social model impacts on an individual			
		3.3	Explain how an advocate can use the medical and social model of disability within the advocacy relationship			
4	Promote diversity	4.1	Explain the concept of diversity and discrimination			
		4.2	Use a range of strategies to promote diversity			
		4.3	Use strategies to challenge discrimination			
5	Use non-instructed advocacy	5.1	Explain the concept of non-instructed advocacy			
		5.2	Select when it is appropriate to use non-instructed advocacy			
		5.3	Use non-instructed advocacy			
		5.4	Identify a range of threats and challenges when using non-instructed advocacy			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 36: Recognise Indications of Substance Misuse and Refer Individuals to Specialists

Unit reference number: M/601/0648

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over-the-counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records, care plans and referral forms.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. what are the risks that have to be managed in accessing services and facilities for the individual in question?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. how to keep personal knowledge about substances and possible indications of substance misuse up to date.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. the risk to the individual and to others which may result from substance misuse.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

● The observation of the candidate working with an individual

● Confidential case records and referrals, and

● The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Recognise indications of substance misuse	1.1	Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)			
		1.2	Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)			
		1.3	Identify other factors which produce indications that may be interpreted as caused by substance misuse			
		1.4	Show how to obtain specialist assistance where required			
		1.5	Show how to keep personal knowledge about substances and possible indications of substance misuse up to date			
2	Assess and monitor risk	2.1	Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures			
		2.2	Review the assessment of risk and explain why this is important			
		2.3	Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk			
3	Handle information and maintain records	3.1	Identify situations and actions taken in line with organisational requirements and explain the importance of doing so			
		3.2	Identify the rights of individuals and the principle of confidentiality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Refer individuals to appropriate services	4.1	Identify the range of services relevant to substance misuse available locally and nationally			
		4.2	Demonstrate how to refer individuals to services in line with organisational requirements			
		4.3	Provide appropriate services with complete and accurate information about the situation in line with organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 37: Support Individuals who are Substance Users

Unit reference number: A/601/0670

Level: 3

Credit value: 7

Guided learning hours: 42

Unit summary

This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. outline the legislation, policies and guidelines on the use and storage of substances?

Professional discussion: this should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. explain relevant policies and procedures for the support of individuals who have used substances.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of the learner's performance. The assessor will help you to identify the appropriate use of witnesses.

Unit guidance:

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual

- Confidential case records

- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand about different substances, their effects and how they might be used	1.1	Identify the different substances which individuals might use, how they are used and their likely effects			
		1.2	Identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks)			
		1.3	Explain legislation, policies and guidelines on the use and storage of substances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Enable individuals to adopt safe practices associated with substance use	2.1	Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use			
		2.2	Communicate with individuals in a manner that maximises the individuals' understanding			
		2.3	Support individuals to discuss their circumstances and history of substance use			
		2.4	Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely			
		2.5	Support individuals to dispose of hazardous materials and equipment safely			
		2.6	Describe harm-reduction strategies, how and why these may differ from individual to individual			
		2.7	Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Support individuals when they have used substances	3.1	Explain relevant policies and procedures for the support of individuals who have used substances			
		3.2	Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual			
		3.3	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety			
		3.4	Support individuals to meet their own needs and requirements after the effects of the substance have worn off			
		3.5	Show when and how to request further support and assistance			
		3.6	Report information about episodes of substance use to an appropriate person and record it in the required format			
4	Support individuals in reducing substance use	4.1	Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so			
		4.2	Offer support to individuals which respects their individual rights, and is appropriate to their needs			
		4.3	Assist individuals to review their progress in reducing substance use			
		4.4	Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided			
		4.5	Identify the specialist agencies and support networks involved in supporting substance users			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 38: Identify and Act upon Immediate Risk of Danger to Substance Misusers

Unit reference number:	D/501/0585
Level:	3
Credit value:	4
Guided learning hours:	24

Unit summary

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation is permitted for this unit.

The nature of this unit means that most of the evidence must come from real work activities. However simulation may be used as long as it meets the criteria for its use.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Assessment criteria 2.5, Take actions which are appropriate to the substance sued and the effect it has had on the individual e.g.:

- calming the individual, if the individual is in an agitated sate, if safe to do so

- reviving the individual, if the individual seems to be in a withdrawn state.

Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the risks of misuse.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and incident reports.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. in what circumstances should support/first aid treatment be requested?

Professional discussion: this should be in the form of a structured review of learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. explain the relevant policies and procedures for dealing with risk of danger to individuals and others.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate in First Aid.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the signs of immediate risk of danger which may including overdose and individuals causing injury or harm to themselves or others.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of the performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual
- Confidential case records and incident reports
- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify immediate risk of danger to substance misusers	1.1	Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)			
		1.2	Describe any signs of immediate risk of danger which may include risk of ● Overdose ● Individuals causing injury or harm to themselves or others (e.g. family members)			
		1.3	Explain the relevant policies and procedures for dealing with risk of danger to individuals and others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Act upon immediate risk of danger to substance misusers	2.1	Describe how to make the individual aware that they are available and willing to help			
		2.2	Obtain information on the substance used from the individual or any person near the individual			
		2.3	Obtain personal details from the individual or any person near the individual			
		2.4	Encourage the individual to describe any pain or discomfort they may be experiencing			
		2.5	Take actions which are appropriate to the substance used and the effect it has had on the individual e.g: ● Calming the individual, if the individual is in an agitated state, if safe to do so ● Reviving the individual, if the individual seems to be in a withdrawn state			
		2.6	Show how to interact with the individual in a manner which recognises their needs and rights			
		2.7	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety			
		2.8	Demonstrate when and how to request any first-aid treatment/support			
		2.9	Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)			
		2.10	Record all information and report to appropriate person in the required format			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 39: Provide Services to Those Affected by Someone Else's Substance Use

Unit reference number: M/601/0682

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use. This involves enabling those affected by someone else's substance use to explore and select their options, supporting them put selected options into practice, and empowering them to review the effectiveness of selected options.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the services available in the local community for those affected by someone else's drug, alcohol and substance use.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. identify the relevant agencies and services in the local area and how to access them.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the issues that affect children and young people within families affected by drug and alcohol use.

Witness Testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of your performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual

- Confidential case records

- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the available support services	1.1	Identify the forms of support which may be available (e.g. counselling, financial, emotional, medical, self-help groups)			
		1.2	Identify relevant agencies and services in the local area and how to access them			
2	Understand issues that affect children and young people within families affected by drug and alcohol use	2.1	Describe a range of family structures and give examples of how family dynamics work			
		2.2	Describe the issues that affect children and young people within families affected by drug and alcohol use			
		2.3	Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available			
		2.4	Describe the legislation and policies relevant to working with children, young people and families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify options for individuals affected by someone else's substance use	3.1	Demonstrate how motivational techniques may be used			
		3.2	Support the individual to: ● Identify issues concerning them ● Explore and consider the options open to them ● Plan required actions			
		3.3	Assist the individual in accessing the required services			
		3.4	Support and motivate the individual without infringing on the individual's freedom			
4	Enable individuals affected by someone else's substance use to review the effectiveness of selected options	4.1	Support the individual to review and feedback on: ● Progress ● The effectiveness of support obtained			
		4.2	Identify any significant positive changes in the individual			
		4.3	Complete reports accurately and store records which maintains the individual's confidentiality			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 40: Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups

Unit reference number: H/501/0586

Level: 3

Credit value: 7

Guided learning hours: 42

Unit summary

This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the nature of substance misuse.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. what are the key organisations that deliver the government's strategy on drugs and alcohol?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. describe the legislation, policy and procedures regarding equality and confidentiality of information.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the inter-relationship between the background of individuals and the effect of substances on them.

Witness Testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual or group

- Confidential case records and/or promotional material prepared

- The learner's explanation of their work with individuals or a group recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation and policy relevant to substance use	1.1	Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs			
		1.2	Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation			
		1.3	Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol			
		1.4	Describe the legislation, policy and procedures regarding equality and confidentiality of information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand substance use, its effects and treatments	2.1	Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics			
		2.2	Identify the street names for substances, and how these change over time and in different locations			
		2.3	Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use			
		2.4	Describe the methods of substance use and the risks associated with the different methods			
		2.5	Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc			
		2.6	Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation			
		2.7	Describe the relationship between substance use, crime and anti-social behaviour			
3	Identify individuals' knowledge and values about substances	3.1	Enable individuals to talk about and identify what they know and understand about substance use			
		3.2	Support individuals to explore their feelings and values about substance use			
		3.3	Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Increase individuals' knowledge and understanding of substances	4.1	Identify the gaps in individuals' knowledge and understanding about substances, their use and effects			
		4.2	Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others			
		4.3	Provide learning opportunities in a manner sensitive to individuals' needs and confidence			
		4.4	Ensure that the content of the learning provision is accurate and based on up-to-date evidence			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 41:   Test for Substance Use

Unit reference number: **T/601/0666**

Level: **3**

Credit value: **5**

Guided learning hours: **30**

Unit summary

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. information leaflets which advise drug, alcohol and substance-users of their rights in relation to testing.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. test result records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be e.g. how to follow the supplier's/manufacturer's instructions for the use of equipment.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. how to test samples in accordance with clinical and organisational policies and procedures.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of your work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. how the learner has identified those individuals to be tested for substance misuse and where required made arrangements for tests to be witnessed.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of the learner's performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

● The observation of the learner carrying out a test with an individual

● Test result records

● The learner's explanation of their work with an individual recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare to test individuals for substance use	1.1	Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed, where required			
		1.2	Demonstrate that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies, and afford privacy and dignity			
		1.3	Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures			
		1.4	Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested			
		1.5	Obtain the individual's consent for testing procedures			
		1.6	Explain clearly and precisely to individuals what they have to do to provide their samples			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Test for substances	2.1	Take samples (e.g. breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures			
		2.2	Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures			
		2.3	Follow suppliers'/manufacturers' instructions for use of equipment, where appropriate			
		2.4	Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures			
		2.5	Explain possible causes of false readings in the types of tests carried out			
3	Communicate outcomes of testing for substances	3.1	Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences			
		3.2	Obtain individuals' informed consent when test results are to be shared with other practitioners			
		3.3	Complete accurate records of tests and associated reports in accordance with organisational policy and procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 42: Carry Out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers

Unit reference number: D/601/0662

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is for those who need to refer individuals with less complex needs directly to less structured drug, alcohol or substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the learner's evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner e.g. information leaflets which advise drug, alcohol and substance-users of assessment procedures and the services available in the local community.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records, assessment records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be e.g. describe the range of different substances and their effects.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that he/she can critically evaluate their application e.g. describe the principles of the relevant legislation.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of the learner's performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from

● The observation of the learner carrying out an initial assessment with an individual

● Case records, assessment records and care plans

● The learner's explanation of their work with an individual recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the range of difference substances and their effects	1.1	Identify the range of different substances and their effects			
		1.2	Identify different indications of substance misuse			
		1.3	Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date			
		1.4	Explain the jargon used by substance misusers in the locality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Evaluate individuals' substance misuse and understanding of substance misuse services	2.1	Explain why the assessment of individuals should be carried out promptly			
		2.2	Obtain information from the individual and if applicable from the referring agency, in line with protocols			
		2.3	Carry out the assessment in line with locally agreed criteria and using standardised documentation			
		2.4	Assess the individual's understanding of services available and readiness to engage in a treatment programme			
		2.5	Manage challenging, abusive, aggressive or chaotic behaviour			
		2.6	Assess the risks to the individual which may result from substance misuse and/or co-existent problems			
		2.7	Identify appropriate persons who can provide support when there are any problems with the assessment			
		2.8	Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people			
		2.9	Demonstrate how to take account of a child or young person's age and maturity when involving them in assessment			
		2.10	Describe the principles of the relevant legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Assess individuals' needs and appropriate interventions	3.1	Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them			
		3.2	Agree an appropriate course of action with the individual according to the type of intervention required			
		3.3	Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care			
		3.4	Justify the choice of intervention according to locally agreed criteria			
		3.5	Describe how to ensure consistency of approach with other members of the substance misuse team			
4	Make referrals to substance misuse services	4.1	Explain the importance of referring individuals to the appropriate service with the required degree of urgency			
		4.2	Plan arrangements for the referral with the individual and facilitate their contact with the service			
		4.3	Make referrals and share information with services in line with local protocols			
		4.4	Obtain feedback from the service to evaluate and refine referral practices			
		4.5	Record details of the assessment and resulting actions taken			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 43: Carry out Comprehensive Substance Misuse Assessment

Unit reference number: K/501/0587

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is ongoing throughout the contact with the substance misuse service and the wider treatment system.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner they will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people.

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. explanatory leaflets regarding the assessment process.

Confidential records: these may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. assessment records, case records, care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. outline the jargon used by substance misusers in the locality.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. outline how they have conducted the assessment in line with locally agreed criteria.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice, e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. explain how to involve adults with parental responsibility in the assessment and referral of children and young people.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual

- Confidential assessment records and case records

- The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the signs and implications of a range of substance misuse-related problems	1.1	Describe the different substances which individuals might use, how they are used and their likely effects			
		1.2	Identify challenges often associated with substance misuse e.g. significant psychiatric and/or physical co-morbidity, children at risk, social problems, legal problems			
		1.3	Explain ways of keeping knowledge about substances and indications of substance misuse up to date			
		1.4	Describe the jargon used by substance misusers in the locality			
2	Understand the range of substance misuse services and interventions	2.1	Describe the range of treatment interventions and assessment services available in the locality			
		2.2	Describe the eligibility criteria and protocols for accessing services in the locality			
		2.3	Explain how to respond to individuals who do not want to be referred to other services			
3	Prepare for comprehensive substance misuse assessment	3.1	Obtain information on individuals from previous assessments carried out by other services in line with protocols			
		3.2	Establish any particular needs of the individual which will need to be taken into account during the assessment			
		3.3	Fully and accurately record arrangements for the assessment in line with the organisation's procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Assess possible risks to the individual	4.1	Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems			
		4.2	Explain the importance of regularly reviewing risk assessments			
		4.3	Demonstrate that the risk-assessment takes account of the individual's needs and the legal duty of care to the individual and others			
5	Assess individuals' substance misuse and related problems	5.1	Involve the individual in the assessment as far as possible, according to their capability			
		5.2	Assess the nature of the individual's substance misuse problems and other problems			
		5.3	Assess the individual's understanding of services available and readiness to engage in a treatment programme			
		5.4	Conduct the assessment in line with locally agreed criteria and using standardised documentation			
		5.5	Manage challenging, abusive, aggressive or chaotic behaviour			
		5.6	Seek clear conclusions from the assessment to inform the development of a comprehensive care plan			
		5.7	Explain how to involve adults with parental responsibility in the assessment and referral of children and young people			
		5.8	Describe how to take account of a child or young person's age and maturity when involving them in assessment			
		5.9	Describe the principles of the relevant legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Follow up the assessment process	6.1	Keep accurate, legible and complete records of the assessment			
		6.2	Continue assessment at appropriate intervals once the individual has commenced a care plan			
		6.3	Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions			
		6.4	Ensure consistency of approach with other members of the substance misuse service team			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 44: Assist with The Transfer of Individuals, who Misuse Substances, Between Agencies and Services

Unit reference number: D/601/0676

Level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

This unit is aimed at those who make arrangements to transfer individuals between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and the answer will need to be e.g. outline the roles and responsibilities of those involved in the transfer.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. describe the legislation and organisation requirements relating to the transfer of individuals between services.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

● The observation of the learner completing in transferring an individual to another agency or service

● Case records and care plans

● The learner's explanation of their work with an individual and other staff recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislation and organisational policies impact on the transfer of individuals between agencies and services	1.1	List legislation that impacts on arrangements for referring or transferring individuals between services			
		1.2	Identify how organisational policies influence transfer arrangements			
2	Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another	2.1	Obtain and utilise the necessary information about transfer arrangements			
		2.2	Describe what information should be provided to meet the needs of individuals and others			
		2.3	Prepare an individual for transfer in accordance with agency and service procedures			
		2.4	Describe the roles and responsibilities of those involved in the transfer			
		2.5	Identify the agency's requirements for support and monitoring of individuals			
		2.6	Complete accurate records, store them as required and in accordance with confidentiality policies			
		2.7	Plan arrangements necessary in order to monitor and review the individual's adjustment to change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Respect the rights of the individual and value diversity	3.1	Identify the support and assistance which individuals will need to help them make the transfer			
		3.2	Show how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements			
		3.3	Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer			
		3.4	Demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer			
4	Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred	4.1	Explain the arrangements and reasons for a transfer clearly to individuals and others who may be involved			
		4.2	Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it			
		4.3	Demonstrate how to provide support to individuals including situations where they may be distressed, anxious or angry			
		4.4	Identify any disagreements that arise and negotiate with those involved			
		4.5	Demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 45: Support Individuals Through Detoxification Programmes

Unit reference number: K/501/0590

Level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals to detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. explanatory leaflets regarding detoxification programmes.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. care plans, contracts of care, case records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. explain how requests for assessment should be prioritised in line with an organisation's criteria.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that they can critically evaluate their application e.g. outline the locally agreed criteria for admission of individuals to a detoxification programme.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice, e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of your work: these methods are most appropriately used to cover any outstanding areas of the learner's qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the evidence base for the likely outcome of detoxification programmes.

Witness Testimony: colleagues, allied professionals and individuals with whom the learner work may be able to provide testimony of the learner's performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

● The observation of the learner working with an individual

● Confidential care plans and case records

● The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how assessments should be undertaken	1.1	Explain how requests for assessment should be prioritised in line with an organisation's criteria			
		1.2	Describe how to arrange for a comprehensive substance review and risk assessment			
		1.3	Describe how individuals may be involved in the assessment of their needs			
		1.4	Explain how individual motivation and readiness to engage in a treatment programme are assessed			
		1.5	Explain how information obtained during an assessment should be passed to another organisation in line with local protocols			
		1.6	Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Introduce individuals to detoxification programmes	2.1	Implement the locally agreed criteria for admission of individuals to a detoxification programme			
		2.2	Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme			
		2.3	Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme			
		2.4	Describe what a 'contract of care' includes and the respective responsibilities of the individual and the service during a detoxification programme			
		2.5	Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme			
3	Develop and review detoxification treatment and care plans	3.1	Demonstrate how to coordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate			
		3.2	Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme			
		3.3	Review assessments at appropriate intervals once an individual has commenced a programme of care			
		3.4	Describe the evidence base for the likely outcomes of detoxification programmes			
4	Manage closure of individuals' detoxification programmes	4.1	Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan			
		4.2	Establish active co-ordination between detoxification and rehabilitative services after discharge			
		4.3	Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 46: Develop and Sustain Effective Working Relationships with Staff in Other Agencies

Unit reference number: R/601/3526

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about sustaining and developing working relationships with staff in other organisations.

Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Unit assessment requirements/evidence requirements

This unit must be assessed according to Skills for Justice's Assessment Strategy.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner they will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. minutes of meetings with other agencies.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio, e.g. case records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded, e.g. outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, e.g. the nature, roles and functions, policies and procedures of principal agencies.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the leaner has retained and can apply learning to practice, e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of your work: These methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit, e.g. explain the methods of identifying and resolving conflict within and between agencies and between individuals.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help you to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with staff from other agencies
- Minutes of meetings
- The learner's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the context of working in partnership	1.1	Identify the nature, roles and functions, policies and procedures of principal agencies			
		1.2	Identify structures, function, and methods of communication and decision making			
		1.3	Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements			
		1.4	Identify the effect agency structure and culture may have upon the policy and practice of joint working			
		1.5	Identify the effect of agency culture and structure upon policy and practice of working in partnership			
		1.6	Explain the principles and benefits of working in partnership			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Develop effective working relationships with staff in other agencies	2.1	Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties			
		2.2	Reach agreements about roles and responsibilities and arrangements for decision making			
		2.3	Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies			
		2.4	Confirm arrangements for joint work which are ● Appropriate to the nature and purpose of the work ● Likely to be effective in establishing and maintaining relationships ● Respect confidentiality while balancing risks of sharing or not sharing information			
		2.5	Identify effective methods to monitor and review the progress of joint work			
		2.6	Obtain advice and support promptly when team discussion and supervision are appropriate			
		2.7	Complete records accurately and clearly and store them according to agency requirements			
		2.8	Communicate information to people who are authorised to have it			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Sustain effective working relationships	3.1	Identify the benefits and advantages of joint working and use these to develop own practice			
		3.2	Identify factors which might hinder joint working			
		3.3	Explain methods of identifying and resolving conflict within and between agencies and between individuals			
		3.4	Demonstrate methods of assessing the effectiveness of joint working relationships			
		3.5	Explain and defend the views of your agency and its policies			
		3.6	Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved			
		3.7	Complete records accurately and clearly and store them according to agency requirements			
		3.8	Communicate information to people who are authorised to have it			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 47: Administer Medication to Individuals and Monitor the Effects

Unit reference number: Y/501/0598

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

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

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner they will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. information leaflets on medication services.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and your answer will need to be recorded e.g. describe the common types of medication including their effects and potential side-effects.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. identify the current legislation, guidelines, policies and protocols relevant to the administration of medication.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of your work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit, e.g. describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from

● The observation of the candidate working with an individual

● Confidential care plans and case records

● The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and procedures relevant to administration of medication	1.1	Identify current legislation, guidelines policies and protocols relevant to the administration of medication			
2	Know about common types of medication and their use	2.1	Describe common types of medication including their effects and potential side effects			
		2.2	Identify medication which demands the measurement of specific physiological measurements			
		2.3	Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required			
		2.4	Explain the different routes of medicine administration			
3	Understand procedures and techniques for the administration of medication	3.1	Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes			
		3.2	Identify the required information from prescriptions/medication administration charts			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Prepare for the administration of medication	4.1	Apply standard precautions for infection control			
		4.2	Explain the appropriate timing of medication e.g. check that the individual has not taken any medication recently			
		4.3	Obtain the individuals consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns			
		4.4	Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet			
5	Administer and monitor individuals' medication	5.1	Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary			
		5.2	Safely administer the medication ● In line with legislation and local policies ● In a way which minimises pain, discomfort and trauma to the individual			
		5.3	Describe how to report any immediate problems with the administration			
		5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay			
		5.5	Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others			
		5.6	Maintain the security of medication and related records throughout the process and return them to the correct place for storage			
		5.7	Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 48: Supply and Exchange Injecting Equipment for Individuals

Unit reference number: D/501/0599

Level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm-minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

2.5 Refer individuals to other services according to identified need.

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence-gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. information leaflets on needle exchange services.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records, needle exchange records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. identify the potential benefits of brief interventions with substance users.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and he/she can critically evaluate their application e.g. outline the organisational policies and procedures for supply and exchange of injecting equipment.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of your work: these methods are most appropriately used to cover any outstanding areas of the learner's qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner's may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. how he/she has liaised with providers of other services in line with policies and protocols.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual
- Confidential care plans and case records
- The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand policy and procedures for the supply and exchange of injecting equipment	1.1	Describe organisational policies and procedures for supply and exchange of injecting equipment			
		1.2	Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties			
		1.3	Identify the potential benefits of brief interventions with substance-users			
		1.4	Describe the range of behaviours that can be expected from substance-users, and how to deal with these			
		1.5	Describe how to recognise and deal with immediate risk of danger to individuals who have used substances			
		1.6	Describe the potential blood-borne viruses			
		1.7	Explain what to do in the event of a needle-stick injury occurring			
		1.8	Describe the range of substance misuse services available in the locality			
		1.9	Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Conduct initial assessment of substance users and provide relevant advice	2.1	Establish whether the individual is injecting and the frequency of injecting			
		2.2	Conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites)			
		2.3	Provide relevant and timely advice, e.g.: ● Safe or safer injecting techniques and sites ● Harm minimisation ● Primary health ● Safer sex			
		2.4	Provide advice and resources for safe storage and disposal of injecting equipment			
		2.5	Refer individuals to other services according to identified need			
		2.6	Liaise with providers of other services in line with policies and protocol			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Supply and exchange injecting equipment	3.1	Demonstrate that: • Adequate stocks of injecting equipment are maintained • Injecting equipment is stored safely and securely			
		3.2	Dispense injecting equipment to individuals in line with the assessment of their needs			
		3.3	Demonstrate safe handling of dispensed and returned injecting equipment			
		3.4	Carry out the exchange process discreetly to maintain confidentiality			
		3.5	Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials			
		3.6	Maintain records of: • Injecting equipment supply and exchange in line with organisational procedures • The needle exchange service			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 49: Understand and Meet the Nutritional Requirements of Individuals with Dementia

Unit reference number: T/601/9187

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

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

This unit is part of the Dementia pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Wellbeing

- appropriate weight gain/loss
- improved sleep patterns
- reduced confusion
- improved physical health
- improved emotional state
- reduced infections

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support an individual with dementia to enjoy good nutrition	3.1	Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences			
		3.2	Demonstrate how mealtimes for an individual with dementia are planned to support his/her ability to eat and drink			
		3.3	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed			
		3.4	Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 50: Enable Rights and Choices of Individuals with Dementia Whilst Minimising Risks

Unit reference number: A/601/9191

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is about developing the learner's knowledge, understanding of and skills in enabling the rights and choices of the individual with dementia whilst minimising risks.

This unit forms part of the Dementia pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF).

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Key legislation

- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal Opportunities) Act 2004

Agreed ways of working

Include policies and procedures where these exist; they may be less formally documented with micro-employers.

Carers and others may be

- care worker
- family
- advocate
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

Best interests

This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

Key physical and social aspects

Physical

- signage
- colour
- furniture
- flooring
- technology
- room layout
- storage
- space for personal belongings

Social

- communication skills
- positive approach
- relationship-centred approach
- professional boundaries
- abilities focus
- whole team approach

Unit content

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

The impact of key legislation: key legislation including latest amendments of Human Rights Act 1998; Mental Capacity Act 2005; Adults with Incapacity (Scotland) Act 2000; Mental Health Act 2007; The Disability Discrimination Act 1995; Safeguarding Vulnerable Groups Act 2006; Carers (Equal opportunities) Act 2004; current local, national and European legislation and organisational requirements, procedures and practices for risk-assessment and management and for the protection of self, individuals, key people and others from danger, harm and abuse

Agreed ways of working: policies and procedures e.g. equality policy, care planning, and complaints procedure

Sharing personal information with carers and others taking into account legislative frameworks and agreed ways of working: current local, national and European legislation and organisational requirements, procedures and practices for recording, reporting, confidentiality and sharing information, including data protection

2 **Be able to maximise the rights and choices of individuals with dementia**

Considering the best interests of an individual with dementia when planning and delivering care and support: referring to the Mental Capacity Act (2005); consideration of financial, health, emotional and social wellbeing of an individual; consideration of their past and present wishes and feelings; advance directives; beliefs and values

Enabling an individual with dementia to exercise their rights and choices even when a decision has not been deemed to be in their best interests: current local, national and European legislation and organisational requirements; procedures and practices for risk-assessment, management and monitoring; negotiation; compromise

Why it is important not to assume that an individual with dementia cannot make their own decisions: person-centred care; individual's capacity; their past and present wishes and feelings; advance directives; beliefs and values; type and stage of dementia

How the ability of an individual with dementia to make decisions may fluctuate: individual's capacity; their past and present wishes and feelings; advance directives; beliefs and values; type and stage of dementia

3 **Be able to involve carers and others in supporting individuals with dementia**

Planning support: involving carers and others; promoting rights and choices; minimising risk of harm; legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information e.g. care planning; how to provide active support and place the preferences and best interest of individuals at the centre of all provision

How a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk: managing dilemmas between individuals' rights and their responsibilities for their own care and protection; the rights and responsibilities of key people and own role and responsibilities for their care and protection

How to ensure an individual with dementia, carers and others feel able to complain without fear of retribution: current local, national and European legislation and organisational requirements; procedures and practices for dealing with comments and complaints

4 **Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices**

Maintaining privacy and dignity when providing personal support for intimate care to an individual with dementia: practice and service standards relevant to work setting and relating to valuing and respecting individuals; taking account of their views and preferences and protecting them from danger, harm and abuse

Key physical aspects of the environment: an enabling physical environment e.g. signage, colour, furniture, flooring, technology, room layout, storage, space for personal belongings

Key social aspects of the environment: communication skills; positive approach; relationship-centred approach; professional boundaries; abilities focus; whole-team approach

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to involve carers and others in supporting individuals with dementia	3.1	Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm			
		3.2	Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk			
		3.3	Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution			
4	Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1	Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia			
		4.2	Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia			
		4.3	Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

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Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 51: Understand and Enable Interaction and Communication with Individuals who have Dementia

Unit reference number: Y/601/4693

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

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

This unit forms part of the Dementia pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Carers, e.g.

● partner

● family

● friends

● neighbours

Others e.g.

● care worker

● colleague

● manager

● social worker

● occupational therapist

● GP

● speech and language therapist

● physiotherapist

● pharmacist

● nurse

● psychologist

● admiral nurses

● independent mental capacity advocate

● community psychiatric nurse

● dementia care advisers

● advocate

● support groups

Social environment can provide interactions which create stimulation and enjoyment, e.g.

● opportunities to meet with family and friends

● able to talk about early life, past career, good memories

● engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks

● engagement with activities e.g. reminiscence, listening to favourite music

● continuing social routines, e.g. going to the hairdresser's, out for coffee etc

Reality orientation

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

Validation approach

Using non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid. Focusing on the feelings rather than the content of speech.

Unit content

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

How different forms of dementia may affect the way an individual communicates: dementia affecting visual perception; dementia affecting structure and ordering e.g. structure of sentences, order of words and patterns of conversation; inability to recognise faces and surroundings; inability to recall recent events; perseveration e.g. using the same word over and over again; loss of motivation; loss of ability to moderate behaviour

Physical and mental health factors: sensory impairment e.g. hearing, sight; age-related degenerative disease e.g. macular degeneration, cataracts; pain; depression; learning needs

Supporting different communication abilities and needs of an individual with dementia who has a sensory impairment: awareness of sensory impairment e.g. for hearing impairment minimise background noise and check hearing aid is functioning and for visual impairment check spectacles are the correct type; active listening skills; non-verbal communication e.g. observation of body language; clear verbal communication such as clear speech, use short sentences, use simple questions requiring yes/no answers; appropriate physical contact for reassurance

The impact of the behaviour of carers: lack of respect from carer resulting in frustration and anger*;* impatience from carer and others causing demotivation; carer assuming they know best resulting in aggression and anger in the individual

The impact of the behaviours of others: lack of respect from others such as other individuals or other professionals resulting in frustration and anger*;* impatience from others resulting in demotivation in individual; professionals assuming the individual has no views resulting in aggression and anger from individual

2 **Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques**

Using different communication techniques: active listening skills; observation and understanding of individual's body language; clear speech using short sentences and simple questions requiring yes/no answers; appropriate suggestions if the individual is stuck and checking with them that is what they meant; non-verbal communication including appropriate physical contact for reassurance

Observation of behaviour as an effective tool in interpreting the needs of an individual with dementia: observing and interpreting patterns of behaviour e.g. becoming agitated or undressing when they need the toilet or shouting out or wandering when bored

Responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others: verbal and non-verbal support; enabling, appropriate physical contact for reassurance; anticipatory response to enable e.g. offering to help them to the toilet if they indicate such a need; allowing time for the individual to make choices e.g. what to wear

3 **Be able to communicate positively with an individual who has dementia by valuing their individuality**

How the communication style of an individual with dementia can be used to develop their care plan: use of alternative methods of communication e.g. verbal to supplement visual limitations or visual clues to aid memory such as recent photos of family to help the individual recognise them; individual care plan allowing time to support communication

How the abilities of an individual with dementia can be used to develop their care plan: unique abilities of the individual with dementia are recorded on the care plan and form the basis for their care e.g. an individual with poor short-term memory but good long-term memory may be helped to compile a life story book around their childhood or an individual with dementia who retains musical ability may be encouraged to play the piano or listen to music

How the needs of an individual with dementia can be used to develop their care plan: the need to maintain independence for as long as possible using physical aids e.g. labels on cupboards and drawers, clearly defined environment for sleeping and for eating; the need to maintain independent living by ensuring adequate support at home e.g. care plan allows sufficient domiciliary care or day centre to meet social needs

How the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness: use of life story books; reminiscence sessions; inclusion in social groups and conversations; continuance of hobbies and interests

4   **Be able to use positive interaction approaches with individuals with dementia**

The difference between a reality orientation approach to interactions and a validation approach: reality orientation placing the individual in the here and now, reminding them of the day, place, time and situation they are in; validation – a non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid and focusing on the feelings rather than the content of speech; the difference between these two approaches and when each might be used

A positive interaction with an individual who has dementia: an interaction which is positive for the individual who has dementia e.g. a carer listening and responding appropriately to a person who is distressed and frightened or a carer and the individual working together to arrange flowers

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the factors that can affect interaction and communication of individuals with dementia	1.1	Explain how different forms of dementia may affect the way an individual communicates			
		1.2	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia			
		1.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment			
		1.4	Describe the impact the behaviour of carers and others may have on an individual with dementia			
2	Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1	Demonstrate how to use different communication techniques with an individual who has dementia			
		2.2	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia			
		2.3	Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to communicate positively with an individual who has dementia by valuing their individuality	3.1	Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan			
		3.2	Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness			
4	Be able to use positive interaction approaches with individuals with dementia	4.1	Explain the difference between a reality orientation approach to interaction and a validation approach			
		4.2	Demonstrate a positive interaction with an individual who has dementia			
		4.3	Demonstrate how to use aspects of the physical environment to enable positive interaction with individuals with dementia			
		4.4	Demonstrate how to use aspects of the social environment to enable positive interaction with individuals with dementia			
		4.5	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 52: Equality, Diversity and Inclusion in Dementia Care Practice

Unit reference number: F/601/4686

Level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

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

This unit forms part of the Dementia pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

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

Heritage this refers to an individual's culture, history and personal experiences and is unique to them.

Others, e.g.

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups

Unit content

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

Why it is important to recognise and respect an individual's heritage: recognising e.g., diversity, inclusion and interaction and respect heritage including the person's unique culture, history and personal experiences; the legal and organisational requirements around equality, diversity, discrimination, rights; providing active support and place the preferences and best interest of individuals at the centre of provision e.g. care planning includes choice of food, clothing, beliefs, lifestyle, preferred means of communication

Experiences of dementia for an individual who acquired it as an older person: availability of support; availability of services; recognition of individual needs

Experiences of dementia for an individual who acquired it as a younger person: availability of support; availability of services; recognition of individual needs

Experiences of dementia for individuals who have a learning disability: services and support available for people with learning disabilities and dementia, delay in diagnosis for people with learning disabilities; variety of learning disabilities e.g. link between Down's syndrome and Alzheimer's disease; link between learning disabilities and dementia

Experiences of dementia for individuals who are from different ethnic backgrounds: recognition of individual needs; services and support available for people from different ethnic backgrounds; increasing incidence of dementia in young people from ethnic minorities

Experiences of dementia for individuals who are at the end of life: services and support for those with dementia at the end of life; CG42 Dementia: *A NICE-SCIE Guideline on supporting people with dementia and their carers in health and social care*

How the experience of an individual's dementia may impact on carer: positive impact enabling carers to understand dementia and develop skills to care for individuals with dementia; negative impact such as physical demands of the role on ageing partners, inability to step out of carer role, need for care becomes constant; physical, social, emotional, financial impact on dependants

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

How current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support: legislation e.g. Human Rights Act 1998; Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (DOLS); Adults with Incapacity (Scotland) Act 2000; Mental Health Act 2007; The Disability Discrimination Act 1995; Safeguarding Vulnerable Groups Act 2006; Carers (Equal opportunities) Act 2004; Equality Act 2010; policy e.g. *Putting People First – the personalisation agenda*; *Living Well with Dementia – the National*

Dementia Strategy; agreed ways of working e.g. person-centred care, dementia care mapping, rementia

The ways in which an individual with dementia may be subjected to discrimination and oppression: stigma and prejudice; stereotyping; social isolation; denial of services e.g. support for people with dementia is aimed at older people, with little support for younger people with dementia

The potential impact of discrimination on an individual with dementia: denial of services e.g. lack of specific end-of-life care for people with dementia; social isolation; lack of support for carers; abuse; neglect

How diversity, equality and inclusion are addressed in dementia care and support: early intervention to enable the individual to stay in their own home for longer; seamless integrated working to provide transition from domiciliary care, day care and eventually if needed to residential care; equality policy; care planning process; person-centred care, Dementia Care Mapping, rementia; policies such as CG42 *Dementia: A NICE-SCIE Guideline on supporting people with dementia and their carers in health and social care*

3 **Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia**

How to identify an individual's uniqueness: person-centred assessment that involves the individual and their advocate; Dementia Care Mapping; establishing effective communication to determine individual choices

Using life experiences and circumstances to ensure inclusion: using life experiences e.g. one-to-one or small group discussion of childhood games or school or starting work

Practical ways of helping an individual with dementia to maintain their dignity: communicating effectively by giving time, listening and providing appropriate support physically and emotionally; treating the person with dignity and respect e.g. if they have become confused and think the corner of the dining room is the toilet, talking to them and leading them to the appropriate place without making a fuss; promoting choice and independence e.g. quietly checking with them if they would like help to get to the toilet if they are indicating they need to go; respecting privacy and rights e.g. ensuring they have privacy when undressing or when at the toilet; respecting a person's culture e.g. arranging for them to attend the religious service of their choice with a relative or friend

Engaging and including an individual with dementia in daily life: including the individual in everyday activities such as a discussion; including them when planning an event such as a birthday celebration; not talking over them or about them when they are there; behaving positively by looking at what they can do instead of what they cannot do e.g. they may be able to help set the table or arrange flowers for the sitting room

4   **Be able to work with others to encourage support for diversity and equality**

Work with others to promote diversity and equality for individuals with dementia: integrated working across statutory, private and third sector provision e.g. a district nurse cares for an individual's leg ulcer while he is supported to live at home by a private domiciliary care worker who comes in twice a day, and he attends a day centre run by his local Sikh temple; service provision to include integrated working across private, statutory and third sector, e.g. hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social care workers, counsellors, dementia advisers, advocates

How to share the individual's preferences and interests with others: e.g. using life story books and sharing information in team meetings; writing up reminiscence group notes and sharing them with other professionals at reviews; maintaining confidentiality where appropriate

How to challenge discrimination and oppressive practice of others when working with an individual with dementia: recognising signs and symptoms of danger, harm and abuse and using the organisation's systems and procedures to report these; developing relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution; supporting individuals and key people to understand own responsibilities to pass on information about actual and likely danger, harm and abuse and protect them and others from danger, harm and abuse; using supervision and support to cope with own thoughts and feelings about any suspected and/or disclosed danger, harm and abuse; complete accurate timed and dated records and reports, on suspicions of danger, harm and abuse within confidentiality agreements, according to legal and organisational requirements and that avoid statements that could adversely affect the use of evidence in future investigations

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

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

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 53: Provide Support to Manage Pain and Discomfort

Unit reference number: K/601/9025

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand approaches to managing pain and discomfort	1.1	Understand approaches 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 wellbeing and communication			
		2.2	Encourage an individual to express feelings of discomfort or pain			
		2.3	Encourage an individual to use self-help methods of pain control			
		2.4	Assist an individual to be positioned safely and comfortably			
		2.5	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 required ways			
		3.3	Report findings and concerns as required			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 54: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure

Unit reference number: R/601/7902

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

All learning outcomes must be assessed in a real work environment.

Additional information

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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1	Access 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	Be able to gain entry to individuals' homes	2.1	Inform the individual and others about a planned visit			
		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	Find out 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			
		3.4	Explain why it is important to record and report on difficulties with access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to deal with emergencies encountered after gaining entry	4.1	Describe emergencies that may be encountered when gaining entry to an individual's home			
		4.2	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			
5	Be able to ensure security when leaving individuals' homes	5.1	Implement general and specific requirements about leaving an individual's home			
		5.2	Ensure that an individual's home is secure when leaving the premises			
6	Be able to 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 risks that may arise			
		6.3	Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements			
		6.4	Carry out agreed changes in arrangements for entering and leaving the individual's home			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 55: Undertake Agreed Pressure Area Care

Unit reference number: T/601/8721

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Agreed ways of working includes policies and procedures where these exist

Valid consent must be in line with agreed UK country definition

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 56: Move and Position Individuals in Accordance with their Plan of Care

Unit reference number: J/601/8027

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Valid consent must be in line with agreed UK country definition

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand anatomy and physiology in relation to moving and positioning individuals	1.1	Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals			
		1.2	Describe the impact of specific conditions on the correct movement and positioning of an individual			
2	Understand current legislation and agreed ways of working when moving and positioning individuals	2.1	Describe how current legislation and agreed ways of working affect working practices related to moving and positioning individuals			
		2.2	Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to minimise risk before moving and positioning individuals	3.1	Access up-to-date copies of risk assessment documentation			
		3.2	Carry out preparatory checks using: ● The individual's care plan ● The moving and handling risk assessment			
		3.3	Identify any immediate risks to the individual			
		3.4	Describe actions to take in relation to identified risks			
		3.5	Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment			
		3.6	Prepare the immediate environment ensuring: ● Adequate space for the move in agreement with all concerned ● That potential hazards are removed			
		3.7	Apply standard precautions for infection prevention and control			
4	Be able to prepare individuals before moving and positioning	4.1	Demonstrate effective communication with the individual to ensure that they: ● Understand the details and reasons for the action/activity being undertaken ● Agree the level of support required			
		4.2	Obtain valid consent for the planned activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to move and position an individual	5.1	Follow the care plan to ensure that the individual is positioned ● Using the agreed technique ● In a way that will avoid causing undue pain or discomfort			
		5.2	Demonstrate effective communication with any others involved in the manoeuvre			
		5.3	Describe the aids and equipment that may be used for moving and positioning			
		5.4	Use equipment to maintain the individual in the appropriate position			
		5.5	Encourage the individual's active participation in the manoeuvre			
		5.6	Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction			
		5.7	Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due			
6	Know when to seek advice from and/or involve others when moving and positioning an individual	6.1	Describe when advice and/or assistance should be sought to move or handle an individual safely			
		6.2	Describe what sources of information are available about moving and positioning individuals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 57: Contribute to Raising Awareness of Health Issues

Unit reference number: T/601/9027

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Health issues may include:

- specific health needs
- actions or behaviours that may put health or development at risk

Others may include:

- co-workers, line manager and other professionals
- carers, friends and relatives of individuals
- others who are important to the well-being of individuals

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

The **plan** may include:

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

Activities may include:

- consultations
- interviews
- questionnaires
- presentations
- displays/posters
- discussion groups
- self-analysis checklists

Information may include information about:

- processes
- outcomes
- impact on target audience

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors affecting awareness-raising activities about health issues	1.1	Analyse reasons why it may be necessary to raise awareness of health issues			
		1.2	Compare the roles of agencies and others who may be involved in raising awareness of health issues			
		1.3	Describe factors to consider when planning awareness-raising activities			
2	Be able to recognise the need for raising awareness of health issues	2.1	Access information and support about health issues and approaches to raising awareness			
		2.2	Identify with others any health issues affecting individuals about which awareness needs to be raised			
		2.3	Review with others the demand for, and interest in, raising awareness of a particular health issue			
3	Be able to assist in planning activities to raise awareness of health issues	3.1	Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities			
		3.2	Work with the team to plan a set of activities to raise awareness about a health issue			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to implementing activities for raising awareness of health issues	4.1	Carry out agreed role to implement activities			
		4.2	Demonstrate communication that promotes effective teamwork while the plan is implemented			
		4.3	Encourage individuals and others to give feedback about awareness-raising activities			
5	Be able to review the effectiveness of activities to raise awareness of health issues	5.1	Work with others to agree processes and criteria for reviewing the programme of activities			
		5.2	Collate and present information about the activities			
		5.3	Work with others to review the effectiveness of the programme			
		5.4	Make recommendations for changes to awareness-raising activities			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 58: Provide Support to Continue Recommended Therapies

Unit reference number: A/601/9028

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

Information may include:

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

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

Ways to **address difficulties** may include:

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

Others may include:

- family
- friends
- advocates
- specialist therapists
- others who are important to the individual's wellbeing

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of supporting individuals to continue recommended therapies	1.1	Analyse the potential benefits of recommended therapies to an individual's health and wellbeing			
		1.2	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation			
2	Be able to encourage individuals to complete activities recommended by therapists	2.1	Establish agreement on an individual's needs and preferences about continuing a recommended therapy			
		2.2	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy			
		2.3	Describe how to overcome an individual's fears or concerns about continuing the recommended therapy			
3	Be able to provide support to continue recommended therapy	3.1	Clarify with the therapist the information needed before providing support for the therapy			
		3.2	Promote active participation during therapy			
		3.3	Address difficulties encountered during therapy			
		3.4	Provide constructive feedback and encouragement to the individual during therapy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to observe, record and report on observations during recommended therapy	4.1	Establish with the individual and others what observations need to be made during therapy sessions			
		4.2	Carry out agreed observations			
		4.3	Record agreed observations as required			
		4.4	Report on the findings of observations to individuals and others			
5	Be able to contribute to evaluation and review of recommended therapies	5.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided			
		5.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others			
		5.3	Agree changes to therapy sessions or the support provided			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 59: Provide Support to Maintain and Develop Skills for Everyday Life

Unit reference number: L/601/8028

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Others may include:

- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's wellbeing

The **plan** may include:

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

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life			
		1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life			
		1.3	Explain how maintaining, regaining or developing skills can benefit individuals			
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and others to identify skills for everyday life that need to be supported			
		2.2	Agree with the individual a plan for developing or maintaining the skills identified			
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them			
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it			
3	Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation			
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills			
		3.3	Describe actions to take if an individual becomes distressed or unable to continue			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate support for developing or maintaining skills for everyday life	4.1	Work with an individual and others to agree criteria and processes for evaluating support			
		4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used			
		4.3	Agree revisions to the plan			
		4.4	Record and report in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 60: Facilitate Learning and Development Activities to Meet Individual Needs and Preferences

Unit reference number: L/601/8644

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Learning and development activities may include:

- intellectual pursuits
- activities to promote fitness or mobility
- activities relating to skills development
- activities to promote participation and interaction

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

Others may include:

- family members
- advocates
- line manager
- specialists
- others who are important to the individual's wellbeing

A **plan** for a learning or development activity may include:

- the purpose of the activity
- how the activity will be implemented
- timescales for implementation
- the roles and responsibilities of those involved
- the level and type of support required
- resources or equipment needed
- ways to minimise risks

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of learning and development activities in meeting individual needs	1.1	Describe the benefits to individuals of engaging in learning or development activities			
		1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate			
		1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered			
2	Be able to identify learning and development activities to meet individual needs and preferences	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities			
		2.2	Provide the individual and others with information on possible learning or development activities			
		2.3	Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities			
		2.4	Work with the individual and others to agree learning or development activities that will suit the individual			
3	Be able to plan learning and development activities with individuals	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported			
		3.2	Establish with the individual and others a plan for implementing the programme of activities			
		3.3	Assess risks in line with agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity			
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual			
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation			
		4.4	Prepare the environment so that the activity can be carried out safely and effectively			
5	Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity			
		5.2	Support the individual to engage with the activity in a way that promotes active participation			
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided			
		5.4	Make adjustments in response to feedback			
6	Be able to evaluate and review learning and development activities	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided			
		6.2	Collate and present information for evaluation as agreed			
		6.3	Use agreed criteria to evaluate the activity with the individual and others			
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided			
		6.5	Explain the importance of recognising progress achieved through a learning or development activity			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 61:   Support the Development of Community Partnerships

Unit reference number: M/601/9494

Level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Others may include:

- individuals

- families and friends of individuals

- colleagues within the organisation

- colleagues outside the organisation

Roles and responsibilities may include:

- contribution of resources

- commitment of time

- allocation of tasks

Operating effectively will include:

- working inclusively

- respecting and valuing all members

- supporting members to participate

- abiding by agreements

- resolving conflicts

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of community partnerships	1.1	Explain the concept of community partnerships			
		1.2	Analyse the benefits of community partnerships			
		1.3	Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships			
2	Be able to identify where community partnerships could inform and support practice	2.1	Work with others to identify needs that could be met through community partnerships			
		2.2	Gather and disseminate information about existing community partnerships that may meet identified needs			
		2.3	Contribute to evaluating information about existing community partnerships and identifying gaps			
		2.4	Work with others to determine how a community partnership could fill a gap in provision			
3	Be able to bring people together to set up community partnerships	3.1	Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision			
		3.2	Disseminate information about the proposed partnership to those identified			
		3.3	Invite participation in the proposed partnership			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support the setting up of community partnerships	4.1	Gather information about good practice from partnerships with similar purposes			
		4.2	Gather information on potential costs and sources of funding for the partnership			
		4.3	Provide information gathered to potential members of the partnership			
		4.4	Work with others to agree: ● Membership of the partnership ● Aims and objectives ● Roles and responsibilities ● Activities and practices			
5	Be able to contribute to the running of community partnerships	5.1	Carry out own responsibilities to support the purpose of the partnership			
		5.2	Support the community partnership to operate effectively			
		5.3	Describe ways to support the partnership when a member disengages			
6	Be able to contribute to the review of community partnerships	6.1	Support members of the partnership to monitor its activities			
		6.2	Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives			
		6.3	Contribute to evaluating the partnership			
		6.4	Contribute to agreeing changes to the partnership's practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 62: Implement Therapeutic Group Activities

Unit reference number: D/601/9491

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Therapeutic group activities may include:

- reminiscence therapy

- relaxation and anxiety management

- remedial games

- health-related group activities

- art or music therapy

Individuals are those requiring care or support

Others may include:

- carers and family members

- line manager

- therapists or other specialists who may recommend therapeutic group activities

Risks may include those associated with:

- the health, safety and wellbeing of those in the group

- unintentional exclusion of some group members

- others involved with the group's activities

- the environment

- equipment and resources used

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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of therapeutic group activities	1.1	Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing			
		1.2	Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances			
		1.3	Compare key points of theories about group dynamics			
2	Be able to plan and prepare for therapeutic group activities	2.1	Work with individuals and others to agree: ● The nature and purpose of a therapeutic group ● Specific activities to fit the purpose of the group			
		2.2	Address any risks that may be associated with the planned activities			
		2.3	Prepare the environment for a therapeutic group activity			
		2.4	Prepare equipment or resources needed for the activity			
3	Be able to support individuals during therapeutic group activities	3.1	Support group members to understand the purpose and proposed activity of the group			
		3.2	Support group members during the activity in ways that encourage effective communication, active participation and cooperation			
		3.3	Give direction, praise, reassurance and constructive feedback during the activity			
		3.4	Support the group to bring the activity to a safe and timely end			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to the evaluation of therapeutic group activities	4.1	Encourage and support individuals to give feedback during and after group activities			
		4.2	Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities			
		4.3	Carry out own responsibilities for supporting the evaluation and agreeing any revisions			
		4.4	Record and report on outcomes and any revisions in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 63: Support Individuals to Develop and Run Support Groups

Unit reference number: H/601/9492

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

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 develop and run support groups.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Support to **set up a group** may include:

- putting individuals in touch with others who have the same interests and purpose

- accessing resources

- providing advice and encouragement

Support to **run the group** may include:

- providing advice and sharing expertise

- developing guidelines on roles and responsibilities

- developing ground rules

- giving advice on respecting and valuing all members

Operating **safely** may need to take account of:

- health and safety

- the environment

- equipment and materials

- use and abuse of power

- risk of harm or abuse

Conflicts may include those relating to:

- rights and responsibilities

- health and safety

- managing risk

- costs

- ethical concerns

- interpersonal relationships

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of support groups	1.1	Explain the benefits of support groups to individuals			
		1.2	Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals			
		1.3	Compare key points of theories about group dynamics			
2	Be able to support individuals to assess the need for additional support groups	2.1	Work with individuals to identify the support a group could provide for them			
		2.2	Contribute to accessing sources of information about existing support groups			
		2.3	Work with individuals to evaluate existing support groups and identify gaps in provision			
3	Be able to support individuals to develop their own support groups	3.1	Work with individuals to identify ways to develop their own support group where there is a gap in provision			
		3.2	Work with individuals to agree the nature and purpose of the support group			
		3.3	Establish with individuals the level and type of support they require to set up a group			
		3.4	Carry out own role as agreed to support the setting up of the group			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to run support groups	4.1	Establish with group members the support they need to run the group			
		4.2	Support the group to operate safely			
		4.3	Support the group to resolve conflicts			
5	Be able to support individuals to evaluate support groups	5.1	Support the group to monitor its activities and outcomes			
		5.2	Support the group to: ● Agree processes and criteria for evaluating its activities and outcomes ● Evaluate its activities and outcomes			
		5.3	Report on the effectiveness of the support group in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 64: Prepare to Support Individuals Within a Shared Lives Arrangement

Unit reference number: M/601/9611

Level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

This unit provides the knowledge and skills required for those preparing to support an individual within a shared-lives arrangement.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Shared-lives arrangements may include:

- long-term accommodation support
- short breaks
- day-time support
- kinship support
- adult placement (Wales)

Key people may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how shared-lives arrangements can benefit individuals	1.1	Describe the potential benefits to individuals of being supported through a shared-lives arrangement			
		1.2	Explain how a shared-lives arrangement can promote person-centred support that enables individuals to take responsibility for decisions about their lives and actions			
2	Be able to access and share information relevant to the provision of a shared-lives arrangement for individuals	2.1	Establish with the people organising the provision of a shared lives arrangement the information and support required by key people and self			
		2.2	Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared-lives arrangement			
		2.3	Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared-lives arrangement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to address the potential impact on key people of providing a shared-lives arrangement	3.1	Establish with key people the potential effects on their lives of providing a shared-lives arrangement for an individual			
		3.2	Establish with key people any concerns and issues in relation to providing a shared-lives arrangement for an individual			
		3.3	Agree any changes required in order to provide a shared-lives arrangement for individuals			
		3.4	Identify with key people strategies for dealing with any potential areas of conflict			
4	Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	4.1	Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared-lives arrangement			
		4.2	Investigate ways to fill gaps in own knowledge, understanding and skills			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 65: Support Individuals to Access and Use Services and Facilities

Unit reference number: F/601/7927

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Services and facilities may include:

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

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

Information to be challenged may include information that is:

- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors that influence individuals' access to services and facilities	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing			
		1.2	Identify barriers that individuals may encounter in accessing services and facilities			
		1.3	Describe ways of overcoming barriers to accessing services and facilities			
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation			
2	Be able to support individuals to select services and facilities	2.1	Work with an individual to identify a range of services and facilities likely to meet their assessed needs			
		2.2	Agree with an individual their preferred options for accessing services and facilities			
		2.3	Work with an individual to select services or facilities that meet their assessed needs and preferences			
3	Be able to support individuals to access and use services and facilities	3.1	Identify with an individual the resources, support and assistance required to access and use selected services and facilities			
		3.2	Carry out agreed responsibilities to enable the individual to access and use services and facilities			
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals' to review their access to and use of services and facilities	4.1	Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences			
		4.2	Support an individual to provide feedback on their experience of accessing and using services or facilities			
		4.3	Work with an individual to evaluate the support provided for accessing and using services or facilities			
		4.4	Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 66: Provide Support for Individuals Within a Shared Lives Arrangement

Unit reference number: J/601/9601

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Shared-lives arrangements may include:

- long-term accommodation support
- short breaks
- day-time support
- kinship support
- adult placement (Wales)

Key people may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared-lives arrangement

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual	1.1	Explain the importance of 'getting to know' the individual			
		1.2	Identify sources of information that can inform the process			
		1.3	Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences			
2	Be able to identify how an individual's needs can be met through a shared-lives arrangement	2.1	Work with the individual and others to assess how identified requirements can be met within the shared lives arrangement			
		2.2	Work with the individual and others to identify factors that may affect the individual's integration into the home environment			
3	Know how to address potential power imbalances in a shared-lives arrangement	3.1	Explain how sharing own home may create a sense of power imbalance between an individual, self and key people			
		3.2	Identify ways that potential power imbalances may be addressed to promote full membership of the household			
		3.3	Identify strategies that could be used to address conflicts and disagreements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assist individuals to adjust to the home environment	4.1	Provide a welcoming and supportive environment for an individual with the help of key people			
		4.2	Provide opportunities for the individual to meet and get to know key people			
		4.3	Support the individual to settle into the home environment			
		4.4	Support the individual to communicate their thoughts and feelings about sharing the home environment			
		4.5	Describe actions to take if an individual is distressed			
		4.6	Provide opportunities for the individual's continued personal and social development			
5	Be able to support key people to adjust to a shared-lives arrangement	5.1	Establish with key people any adjustments that might need to be made to support an individual within the home			
		5.2	Establish strategies to deal with any conflict and disagreements that may arise			
		5.3	Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties			
		5.4	Describe ways to balance the needs of key people and the individual			
		5.5	Support key people to participate in the shared-lives arrangement			
6	Be able to contribute to on-going review of the shared lives arrangement	6.1	Provide regular feedback on the shared-lives arrangement in line with agreed ways of working			
		6.2	Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 67: Support Individuals in their Relationships

Unit reference number: R/601/8578

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

Additional information

Relationships may include:

- family relationships
- friendships
- social networks

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

Information may include:

- feedback from the individual and others
- observations
- records

Others may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors affecting the capacity of individuals to develop and/or maintain relationships	1.1	Analyse reasons why individuals may find it difficult to establish or maintain relationships			
		1.2	Describe types of legal restriction or requirement that may affect individuals' relationships			
		1.3	Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided			
		1.4	Explain the importance of ensuring privacy and confidentiality when providing support for relationships			
2	Be able to support individuals to identify beneficial relationships	2.1	Support an individual to understand the likely benefits of positive relationships			
		2.2	Support the individual to recognise when a relationship may be detrimental or harmful			
		2.3	Work with the individual to identify specific relationships that are likely to be beneficial to them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to develop new relationships	3.1	Describe types of support and information an individual may need in order to extend their social network			
		3.2	Establish with an individual the type and level of support needed to develop a new relationship			
		3.3	Provide agreed support and information to develop the relationship			
		3.4	Encourage continued participation in actions and activities to develop the relationship			
4	Be able to support individuals to maintain existing relationships	4.1	Describe types of support an individual may need in order to maintain an existing relationship with family or friends			
		4.2	Establish with an individual the type and level of support needed to maintain the relationship			
		4.3	Provide agreed support to maintain the relationship			
5	Be able to work with individuals to review the support provided for relationships	5.1	Establish with the individual the criteria for evaluating how effective support for a relationship has been			
		5.2	Collate information about the relationship and the support provided			
		5.3	Work with the individual and others to review and revise the support provided			
		5.4	Report and record in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 68: Facilitate Person-centred Assessment, Planning, Implementation and Review

Unit reference number: H/601/8049

Level: 3

Credit value: 6

Guided learning hours: 45

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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 wellbeing

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of person-centred assessment and care planning	1.1	Explain the importance of a holistic approach to assessment and planning of care or support			
		1.2	Describe ways of supporting the individual to lead the assessment and planning process			
		1.3	Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it			
2	Be able to facilitate person-centred assessment	2.1	Establish with the individual a partnership approach to the assessment process			
		2.2	Establish with the individual how the process should be carried out and who else should be involved in the process			
		2.3	Agree with the individual and others the intended outcomes of the assessment process and care plan			
		2.4	Ensure that assessment takes account of the individual's strengths and aspirations as well as needs			
		2.5	Work with the individual and others to identify support requirements and preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to the planning of care or support	3.1	Take account of factors that may influence the type and level of care or support to be provided			
		3.2	Work with the individual and others to explore options and resources for delivery of the plan			
		3.3	Contribute to agreement on how component parts of a plan will be delivered and by whom			
		3.4	Record the plan in a suitable format			
4	Be able to support the implementation of care plans	4.1	Carry out assigned aspects of a care plan			
		4.2	Support others to carry out aspects of a care plan for which they are responsible			
		4.3	Adjust the plan in response to changing needs or circumstances			
5	Be able to monitor care plans	5.1	Agree methods for monitoring the way a care plan is delivered			
		5.2	Collate monitoring information from agreed sources			
		5.3	Record changes that affect the delivery of the care plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 69: Support Individuals to Live at Home

Unit reference number: Y/601/7903

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Others may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing

Needs may include:

- personal
- physical
- financial
- social
- environmental
- safety

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

Circumstances may include:

- health
- social situation
- financial circumstances
- legal status

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of supporting individuals to live at home	1.1	Describe how being supported to live at home can benefit an individual			
		1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home			
		1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home			
		1.4	Explain how risk management contributes to supporting individuals to live at home			
2	Be able to contribute to planning support for living at home	2.1	Identify with an individual the strengths, skills and existing networks they have that could support them to live at home			
		2.2	Identify with an individual their needs that may require additional support and their preferences for how the needs may be met			
		2.3	Agree with the individual and others the risks that need to be managed in living at home and ways to address them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1	Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home			
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks			
		3.3	Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation			
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services and facilities			
4	Be able to work in partnership to introduce additional services for individuals living at home	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home			
		4.2	Introduce the individual to new resources, services, facilities or support groups			
		4.3	Record and report on the outcomes of additional support measures in required ways			
5	Be able to contribute to reviewing support for living at home	5.1	Work with the individual and others to agree methods and timescales for ongoing review			
		5.2	Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support			
		5.3	Work with the individual and others to agree revisions to the support provided			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 70: Support Individuals to Manage their Finances

Unit reference number: D/601/7904

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Methods and services for managing personal finances may include those for:

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

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

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

Others may include:

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to access information and advice about financial affairs	1.1	Identify sources of information and advice about methods and services for managing personal finances			
		1.2	Identify sources of information and advice about benefits and allowances			
		1.3	Describe the role of others who may be involved in supporting individuals to manage their own finances			
		1.4	Describe how and when to access specialist expertise about managing financial affairs			
		1.5	Explain how to access advice on safeguarding against financial abuse			
2	Be able to provide support for individuals to manage their finances	2.1	Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs			
		2.2	Work with the individual to identify the skills they have for managing their own finances			
		2.3	Identify an individual's preferred methods and services for managing their finances			
		2.4	Provide support for managing finances in a way that promotes active participation and safeguards the individual			
		2.5	Contribute to records and reports about finances in line with agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to applying for financial assistance	3.1	Provide support for an individual to check the benefits and allowances to which they are entitled			
		3.2	Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation			
4	Be able to contribute to reviewing support for managing finances	4.1	Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances			
		4.2	Work with the individual to evaluate methods, services and support for managing finances			
		4.3	Agree with the individual any changes to methods, services and support for managing finances			
		4.4	Provide feedback to an organisation or agency about the effectiveness of financial information or support			
		4.5	Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 71: Support Individuals to Access and Manage Direct Payments

Unit reference number: H/601/7905

Level: 4

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage direct payments.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Others may include:

● family

● friends

● advocates

● professionals

● others who are important to the individual's wellbeing

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of direct payments	1.1	Explain the purpose of direct payments			
		1.2	Explain how direct payments relate to legislation and policies for providing care and support			
		1.3	Identify the range of services for which direct payments may be used			
2	Be able to support individuals to decide whether to use direct payments	2.1	Identify sources of information and advice about using direct payments			
		2.2	Provide information and advice about direct payments in a way that is accessible to an individual and others			
		2.3	Access specialist guidance about using direct payments			
		2.4	Work with the individual and others to decide: ● Whether a direct payment would be beneficial in meeting the individual's needs ● The level and type of support needed to manage the direct payment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide support to select services to be purchased with direct payments	3.1	Provide accessible information about services that are likely to meet the individual's needs			
		3.2	Work with the individual and others to select support that meets their needs within resources available			
		3.3	Support the individual to check and understand documents produced by service providers selected			
4	Be able to provide support for completing paperwork associated with direct payments	4.1	Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation			
		4.2	Support the individual to make payments for services purchased, in a way that promotes active participation			
		4.3	Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation			
5	Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1	Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments			
		5.2	Identify practical difficulties and conflicts that may arise in relation to direct payments			
		5.3	Describe strategies to resolve or minimise such difficulties, dilemmas and conflicts			
6	Be able to contribute to reviewing the support provided through direct payments	6.1	Agree with the individual how the support they purchase will be evaluated			
		6.2	Work with the individual and others to evaluate the support they have purchased			
		6.3	Agree any changes needed to the support purchased			
		6.4	Provide feedback to organisations about the support purchased			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to contribute to reviewing the management of direct payments	7.1	Work with the individual and others to review the management of the direct payment			
		7.2	Agree any changes to the type and level of support needed for managing a direct payment			
		7.3	Provide feedback to people and organisations about the management of the individual's direct payment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 72: Support Individuals to Access Housing and Accommodation Services

Unit reference number: K/601/7906

Level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

A **plan** may include:

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

Others may include:

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand support available to access housing and accommodation services	1.1	Identify sources of funding and benefits that are available for housing and accommodation services			
		1.2	Analyse the range of housing and accommodation services available			
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services			
2	Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1	Work with an individual to identify their accommodation requirements			
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs			
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services			
3	Be able to work with individuals to plan to access housing and accommodation services	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services			
		3.2	Establish with an individual which housing and accommodation services will be approached			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work with individuals to access housing and accommodation services	4.1	Support the individual to prepare to attend meetings with housing and accommodation services			
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences			
		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service			
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services			
5	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities			
		5.2	Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met			
6	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: ● Monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences ● Identify any additional support needed			
		6.2	Consult with others about any problems and proposed solutions			
		6.3	Record and report on the review in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 73: Support Individuals to Deal with Personal Relationship Problems

Unit reference number: R/601/8581

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to manage relationship problems.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes 1, 2 and 5 must be assessed in a real-work environment but in ways that do not intrude on the individual's privacy.

Additional information

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

Others may include:

- family
- advocates
- professionals
- others important to the individual's wellbeing

Relationship **problems** may relate to:

- conflict
- tension
- risk of harm
- legal restrictions or requirements

Agreed support may include:

- supporting the individual to devise strategies to overcome difficulties themselves
- making facilities available for contact meetings with the other person
- encouraging the individual to keep appropriate contact with the person between meetings
- providing support to manage fears, anxieties, conflicts and tensions

Information may include:

- observations
- records
- feedback from the individual and others

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to support individuals to assess relationship problems	1.1	Describe problems that may arise within relationships and the potential effects on an individual's wellbeing			
		1.2	Work with an individual and others to identify possible problems in a relationship			
		1.3	Work with the individual and others to analyse the causes of a relationship problem			
2	Be able to support individuals to overcome relationship problems	2.1	Establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain			
		2.2	Agree with the individual and others the best way to maintain the relationship while managing risks			
		2.3	Carry out agreed support for overcoming a relationship problem			
3	Know how and when to access specialist support about relationship problems	3.1	Describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship			
		3.2	Identify specialist information and support for a range of relationship problems			
		3.3	Describe how to access specialist information or support to help address relationship problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to support individuals to end unhelpful relationships	4.1	Describe types of support individuals may need in order to end an unhelpful relationship			
		4.2	Explain how to establish with an individual the type and level of support needed to end a relationship			
		4.3	Describe ways to support an individual to cope with any distress when a relationship ends			
5	Be able to evaluate the support provided for relationship problems	5.1	Establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem			
		5.2	Collate information about the relationship and the support provided			
		5.3	Work with the individual to evaluate the effectiveness of the support provided to address the relationship problem			
		5.4	Work with the individual and others to revise the support provided			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 74: Support Individuals with Specific Communication Needs

Unit reference number: T/601/8282

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Aids may include:

- technological aids
- human aids

Others may include:

- family
- advocates
- specialist communication professionals
- others who are important to the individual's wellbeing

Information may include:

- observations
- records
- feedback from the individual and others

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand specific communication needs and factors affecting them	1.1	Explain the importance of meeting an individual's communication needs			
		1.2	Explain how own role and practice can impact on communication with an individual who has specific communication needs			
		1.3	Analyse features of the environment that may help or hinder communication			
		1.4	Analyse reasons why an individual may use a form of communication that is not based on a formal language system			
		1.5	Identify a range of communication methods and aids to support individuals to communicate			
		1.6	Describe the potential effects on an individual of having unmet communication needs			
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs			
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual			
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to interact with individuals using their preferred communication	3.1	Prepare the environment to facilitate communication			
		3.2	Use agreed methods of communication to interact with the individual			
		3.3	Monitor the individual's responses during and after the interaction to check the effectiveness of communication			
		3.4	Adapt own practice to improve communication with the individual			
4	Be able to promote communication between individuals and others	4.1	Support the individual to develop communication methods that will help them to understand others and be understood by them			
		4.2	Provide opportunities for the individual to communicate with others			
		4.3	Support others to understand and interpret the individual's communication			
		4.4	Support others to be understood by the individual by use of agreed communication methods			
5	Know how to support the use of communication technology and aids	5.1	Identify specialist services relating to communication technology and aids			
		5.2	Describe types of support that an individual may need in order to use communication technology and aids			
		5.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to review an individual's communication needs and the support provided to address them	6.1	Collate information about an individual's communication and the support provided			
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided			
		6.3	Work with others to identify ways to support the continued development of communication			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 75: Support Individuals During a Period of Change

Unit reference number: M/601/7907

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

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 during a period of change.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Types of change include changes that are:

- positive

- negative

- chosen

- unchosen

- temporary

- permanent

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

Others may include:

- carers

- friends and relatives

- professionals

- others who are important to the individual's wellbeing

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change

- existing skills or knowledge the individual has that will help them manage the change

- new skills or knowledge the individual may need to develop in order to manage the change

- resources and expertise for managing the change that exist within the individual's personal network

- additional resources, support or expertise needed

- ways to address risks that may arise from a change

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand reasons for and responses to change	1.1	Describe types of change that may occur in the course of an individual's life			
		1.2	Analyse factors that may make change a positive or a negative experience			
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively			
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and others to identify recent or imminent changes affecting them			
		2.2	Support the individual to assess the implications and likely impacts of the change identified			
		2.3	Work with the individual and others to plan how to adapt to or manage the change			
		2.4	Explain the importance of both practical support and emotional support during a time of change			
		2.5	Identify and agree roles and responsibilities for supporting a change			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to manage or adapt to change	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation			
		3.2	Provide information and advice to support the individual to manage change			
		3.3	Support the individual to express preferences and anxieties when going through change			
		3.4	Adapt support methods to take account of preferences or anxieties			
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change			
4	Be able to evaluate the support provided during a period of change	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved			
		4.2	Work with the individual and others to identify positive and negative aspects of a change			
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process			
		4.4	Record and report on the effectiveness of support for the change process			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 76: Support Individuals to Prepare for and Settle into New Home Environments

Unit reference number: **T/601/7908**

Level: **3**

Credit value: **3**

Guided learning hours: **23**

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle into new home environments.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

A move to a new home environment may include:

- temporary moves
- permanent moves
- home to residential care
- hospital to home
- ward to ward
- homelessness to hostel
- residential care to independent living
- home to sheltered accommodation

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

Others may include:

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

The plan to prepare for a move will incorporate:

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors affecting a move to a new home environment	1.1	Identify reasons why individuals may move to a new home environment			
		1.2	Explain the effects that moving may have on an individual and their personal relationships			
		1.3	Analyse strategies that can help a move to go smoothly			
2	Be able to support individuals to prepare to move into new home environments	2.1	Access information and advice to support an individual to move and settle into a new home environment			
		2.2	Provide an individual and others with information about the proposed new home environment			
		2.3	Work with the individual and others to plan for the move			
		2.4	Support the individual to express their feelings about the move and any concerns they may have			
		2.5	Demonstrate strategies to address concerns			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to settle into new home environments	3.1	Support the individual to familiarise themselves with the new environment and living arrangements			
		3.2	Support the individual to explore opportunities to: ● Maintain existing social networks and/or ● Create new social networks			
		3.3	Support the individual to adjust to living with new people *or* to living alone			
		3.4	Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment			
4	Be able to support individuals to review the impact of new home environments	4.1	Work with the individual and others to agree a process to review the move			
		4.2	Work with the individual to review positive and negative effects of the move			
		4.3	Work with the individual and others to plan how to maintain benefits of the move and address any difficulties			
		4.4	Agree any additional resources, facilities and support required			
		4.5	Record and report on the outcomes of the move, in line with agreed ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 77:   Support Individuals who are Bereaved

Unit reference number: **A/601/7909**

Level: **3**

Credit value: **4**

Guided learning hours: **30**

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Active listening includes:

- ability to pick up on non-verbal cues
- listening for key words as signposts to emotions
- understanding the meaning of silence
- using body language and facial expression to indicate interest and empathy

Others may include:

- carers
- friends and relatives
- line manager
- others who are important to the individual's wellbeing

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effects of bereavement on individuals	1.1	Describe how an individual may feel immediately following the death of a loved one			
		1.2	Analyse how the bereavement journey may be different for different individuals			
2	Understand principles for supporting individuals who are bereaved	2.1	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved			
		2.2	Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement			
		2.3	Explain the importance of empathy in supporting a bereaved individual			
3	Be able to support individuals to express their response to loss	3.1	Create an environment where the individual has privacy to express their emotions			
		3.2	Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals who are bereaved	4.1	Assess the individual's level of distress and their capacity for resilience			
		4.2	Agree a programme of support with the individual and others			
		4.3	Carry out own role within the support programme			
		4.4	Support the individual to identify any changes they may need to make as a result of their loss			
		4.5	Explain the importance of working at the individual's pace during the bereavement journey			
		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future			
5	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved			
		5.2	Describe how to assess whether a bereaved individual requires specialist support			
		5.3	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency			
6	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved			
		6.2	Use support systems to help manage own feelings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 78: Work in Partnership with Families to Support Individuals

Unit reference number: H/601/8147

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Others may include:

- organisations providing support to family members
- other professionals

Resources may include:

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand partnership working with families	1.1	Analyse the contribution of families to the care and/or support of individuals			
		1.2	Identify factors that may affect the level of involvement of family members in care and/or support			
		1.3	Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals			
		1.4	Explain how the attitudes of a worker affect partnership working with families			
2	Be able to establish and maintain positive relationships with families	2.1	Interact with family members in ways that respect their culture, experiences and expertise			
		2.2	Demonstrate dependability in carrying out actions agreed with families			
		2.3	Describe principles for addressing dilemmas or conflicts that may arise in relationships with families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to plan shared approaches to the care and support of individuals with families	3.1	Agree with the individual, family members and others the proposed outcomes of partnership working with a family			
		3.2	Clarify own role, role of family members, and roles of others in supporting the individual			
		3.3	Support family members to understand person-centred approaches and agreed ways of working			
		3.4	Plan ways to manage risks associated with sharing care or support			
		3.5	Agree with the individual and family members processes for monitoring the shared support plan			
4	Be able to work with families to access support in their role as carers	4.1	Work with family members to identify the support they need to carry out their role			
		4.2	Provide accessible information about available resources for support			
		4.3	Work with family members to access resources			
5	Be able to exchange and record information about partnership work with families	5.1	Exchange information with the individual and family members about: ● Implementation of the plan ● Changes to needs and preferences			
		5.2	Record information in line with agreed ways of working about: ● Progress towards outcomes ● Effectiveness of partnership working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families			
		6.2	Agree criteria and processes for reviewing support for family members			
		6.3	Encourage the individual and family members to participate in the review			
		6.4	Carry out own role in the review of partnership working			
7	Be able to provide feedback about support for families	7.1	Provide feedback to others about the support accessed by family members			
		7.2	Report on any gaps in the provision of support for family members			
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 79: Promote Positive Behaviour

Unit reference number:	**F/601/3764**
Level:	**3**
Credit value:	**6**
Guided learning hours:	**44**

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

Individual

- child
- young person
- adult accessing a service

Wellbeing, e.g.

- emotional
- psychological
- physical

Factors

- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender

Others may include:

- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates

Antecedent, behaviour and consequences

Antecedent is what happens before the behaviour

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

Consequences are what happened as a result of the behaviour

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice			
		1.2	Define what is meant by restrictive interventions			
		1.3	Explain when restrictive interventions may and may not be used			
		1.4	Explain who needs to be informed of any incidents where restrictive interventions have been used			
		1.5	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour			
		1.6	Describe safeguards that must be in place if restrictive physical interventions are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the context and use of proactive and reactive strategies	2.1	Explain the difference between proactive and reactive strategies			
		2.2	Identify the proactive and reactive strategies that are used within own work role			
		2.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used			
		2.4	Explain the importance of maintaining a person- or child-centred approach when establishing proactive strategies			
		2.5	Explain the importance of reinforcing positive behaviour with individuals			
		2.6	Evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies			
3	Be able to promote positive behaviour	3.1	Explain how a range of factors may be associated with challenging behaviours			
		3.2	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours			
		3.3	Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour			
		3.4	Demonstrate how to model to others best practice in promoting positive behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to respond appropriately to incidents of challenging behaviour	4.1	Identify types of challenging behaviours			
		4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines			
		4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour			
		4.4	Demonstrate how to complete records accurately and objectively in line with work-setting requirements following an incident of challenging behaviour			
5	Be able to support individuals and others following an incident of challenging behaviour	5.1	Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour			
		5.2	Describe how an individual can be supported to reflect on an incident including: ● How they were feeling at the time prior to and directly before the incident ● Their behaviour ● The consequence of their behaviour ● How they were feeling after the incident			
		5.3	Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour			
		5.4	Demonstrate how to debrief others involved in an incident of challenging behaviour			
		5.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to review and revise approaches to promoting positive behaviour	6.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour			
		6.2	Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities			
		6.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 80: Support Use of Medication in Social Care Settings

Unit reference number: F/601/4056

Level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

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

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

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

- the correct medication
- in the correct dose
- by the correct route
- at the correct time
- with agreed support
- with respect for dignity and privacy

Practical difficulties may include:

- lost medication
- missed medication
- spilt medication
- an individual's decision not to take medication
- difficulty in taking medication in its prescribed form
- wrong medication used
- vomiting after taking medication
- adverse reaction
- discrepancies in records or directions for use

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legislative framework for the use of medication in social-care settings	1.1	Identify legislation that governs the use of medication in social-care settings			
		1.2	Outline the legal classification system for medication			
		1.3	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements			
2	Know about common types of medication and their use	2.1	Identify common types of medication			
		2.2	List conditions for which each type of medication may be prescribed			
		2.3	Describe changes to an individual's physical or mental wellbeing 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, dispensing and supporting use of medication			
		3.2	Explain where responsibilities lie in relation to use of over-the-counter remedies and supplements			
4	Understand techniques for administering medication	4.1	Describe the routes by which medication can be administered			
		4.2	Describe different forms in which medication may be presented			
		4.3	Describe materials and equipment that can assist in administering medication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to receive, store and dispose of medication supplies safely	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of working			
		5.2	Demonstrate how to store medication safely			
		5.3	Demonstrate how to dispose of unused or unwanted medication safely			
6	Know how to promote the rights of the individual when managing medication	6.1	Explain the importance of the following principles in the use of medication: ● Consent ● Self-medication or active participation ● Dignity and privacy ● Confidentiality			
		6.2	Explain how risk-assessment can be used to promote an individual's independence in managing medication			
		6.3	Describe how ethical issues that may arise over the use of medication can be addressed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication			
		7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation			
		7.3	Demonstrate strategies to ensure that medication is used or administered correctly			
		7.4	Demonstrate how to address any practical difficulties that may arise when medication is used			
		7.5	Demonstrate how and when to access further information or support about the use of medication			
8	Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it			
		8.2	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 81: Support Individuals at the End of Life

Unit reference number: T/601/9495

Level: 3

Credit value: 7

Guided learning hours: 53

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Additional information

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

Systems for advance care planning may include:

- Gold Standard Framework
- Preferred Priorities for Care

An **individual** is the person requiring end-of-life care

Key people may include:

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

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end-of-life care			
		1.2	Explain how legislation designed to protect the rights of individuals in end-of-life care applies to own job role			
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 key people may have a distinctive role in an individual's end-of-life care			
		2.4	Explain why support for an individual's health and wellbeing may not always relate to their terminal condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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	Describe own role in supporting and recording decisions about advance care planning			
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning			
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 wellbeing can be enhanced by: ● Environmental factors ● Non-medical intervention ● Use of equipment and aids ● Alternative therapies			
		4.6	Contribute to partnership working with key people to support the individual's wellbeing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to address sensitive issues in relation to end-of-life care	5.1	Explain the importance of recording significant conversations during end-of-life care			
		5.2	Explain factors that influence who should give significant news to an individual or key people			
		5.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care			
		5.4	Analyse ways to address such conflicts			
6	Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	6.1	Describe the role of support organisations and specialist services that may contribute to end-of-life care			
		6.2	Analyse the role and value of an advocate in relation to end-of-life care			
		6.3	Explain how to establish when an advocate may be beneficial			
		6.4	Explain why support for spiritual needs may be especially important at the end of life			
		6.5	Describe a range of sources of support to address spiritual needs			
7	Be able to access support for the individual or key people from the wider team	7.1	Identify when support would best be offered by other members of the team			
		7.2	Liaise with other members of the team to provide identified support for the individual or key people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to support individuals through the process of dying	8.1	Carry out own role in an individual's care			
		8.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways			
		8.3	Adapt support to reflect the individual's changing needs or responses			
		8.4	Assess when an individual and key people need to be alone			
9	Be able to take action following the death of individuals	9.1	Explain why it is important to know about an individual's wishes for their after-death care			
		9.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working			
		9.3	Describe ways to support key people immediately following an individual's death			
10	Be able to manage own feelings in relation to the dying or death of individuals	10.1	Identify ways to manage own feelings in relation to an individual's dying or death			
		10.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 82: Prepare Environments and Resources for Use During Healthcare Activities

Unit reference number: R/601/8824

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is aimed at health and social-care staff who prepare for individual's healthcare intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare and manage environments and resources for use during healthcare activities	1.1	Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity			
		1.2	Describe the roles and responsibilities of team members in the preparation and management of the environment and resources			
		1.3	Explain how to investigate, make the necessary adjustments to and report problems with the environment			
		1.4	Describe the impact of environmental changes on resources including their storage and use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities	2.1	Apply health and safety measures relevant to the healthcare activity and environment			
		2.2	Apply standard precautions for infection prevention and control			
		2.3	Ensure conditions within the immediate environment are set at levels which maintain individual comfort			
		2.4	Ensure that all essential resources are available in advance of planned healthcare activities			
		2.5	Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out			
		2.6	Report any problems with medical equipment, devices and resources as required			
		2.7	Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use			
		2.8	Prepare resources for the activity in line with clinical governance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to ensure that environments and resources are ready for their next intended use	3.1	Describe the importance of ensuring that environments are ready for their next use			
		3.2	Outline the factors that influence the readiness of environments for use in healthcare activities			
		3.3	Clean and make safe reusable items prior to storage in accordance with agreed policies			
		3.4	Dispose of used, damaged or out-of-date items safely			
		3.5	Return unopened, unused and surplus resources to the correct location for storage			
		3.6	Monitor the available levels of consumable materials used in healthcare activities			
		3.7	Replenish consumable materials used in healthcare activities in accordance with protocols			
		3.8	Ensure all information is accurately recorded as specified in local policies			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 83: Prepare for and Carry Out Extended Feeding Techniques

Unit reference number: A/601/8980

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Conditions may be:

- temporary

- permanent

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

Valid consent must be in line with agreed UK country definition

Safely and according to the individual's plan of care will include:

- at an appropriate time

- using agreed techniques

- using equipment in line with safety instructions

- optimising the individual's comfort and dignity and minimising pain and trauma

Required records are those indicated in an individual's care plan and may include:

- fluid balance

- weight

- skin condition

- observations during extended feeding

- adverse reactions

- monitoring over time

Others may include:

- the individual

- family members

- advocate

- line manager

- other professionals

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand anatomy and physiology in relation to extended feeding	1.1	Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding			
		1.2	Explain the importance of fluid and nutritional balance to the health of individuals			
		1.3	Describe conditions where feeding may be undertaken by extended methods			
2	Understand extended feeding techniques	2.1	Explain techniques for extended feeding			
		2.2	Describe equipment and materials that may be used for extended feeding			
		2.3	Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences			
		2.4	Describe how to recognise and deal with adverse reactions which may occur: ● During procedures ● Following procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand legislation and agreed ways of working when using extended feeding techniques	3.1	Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding			
		3.2	Explain the importance of following procedures exactly as specified			
4	Be able to manage risks relating to extended feeding	4.1	Identify potential risks associated with extended feeding			
		4.2	Describe the potential sources and consequences of contamination			
		4.3	Explain why it is important to: ● Maintain the correct level of cleanliness ● Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area			
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure			
		4.5	Dispose of: ● Used equipment, materials and feeds ● Body fluids including those aspirated prior to feeding ● In accordance with legislation and agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available			
		5.2	Confirm the identity of the individual prior to carrying out the activity			
		5.3	Obtain valid consent from the individual prior to carrying out the planned activity			
		5.4	Confirm equipment and materials are: ● Appropriate to the procedure ● Fit for purpose			
		5.5	Position an individual to ensure safety and comfort and facilitate the method of extended feeding			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual			
		6.2	Carry out extended feeding safely and according to the individual's plan of care			
		6.3	Observe an individual throughout the activity and respond to any adverse reactions			
		6.4	Ensure the comfort of the individual following extended feeding			
7	Be able to maintain records and report on extended feeding	7.1	Complete required records			
		7.2	Identify others who may be involved in reviewing the nutritional and fluid intake of an individual			
		7.3	Report any findings about the process and the individual which may have an impact on the care plan			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 84: Undertake Tissue Viability Risk Assessments

Unit reference number: Y/601/9022

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin break-down.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the need for tissue viability risk-assessment	1.1	Describe the anatomy and physiology of healthy skin			
		1.2	Describe the changes that occur when damage caused by pressure develops			
		1.3	Explain when an initial tissue viability risk-assessment may be required			
		1.4	Describe what to look for when assessing the skin			
		1.5	Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown			
		1.6	Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to undertake tissue viability risk assessment	2.1	Identify individuals who may be at risk of impaired tissue viability and skin breakdown			
		2.2	Apply standard precautions for infection prevention and control			
		2.3	Inspect the general condition of an individual's skin			
		2.4	Identify the sites where pressure damage might occur using appropriate assessment tools			
		2.5	Complete a tissue viability risk-assessment within an appropriate timescale, as determined by organisational policy			
		2.6	Use safe handling techniques when assisting the individual to move during the assessment			
		2.7	Encourage the active participation of the individual and others where possible and appropriate			
3	Be able to record and report on tissue viability risk-assessment	3.1	Complete tissue viability risk-assessment documentation			
		3.2	Share findings with appropriate staff and the individual			
		3.3	Notify appropriate staff of any immediate concerns			
4	Understand when the risk-assessment should be reviewed	4.1	Explain why the tissue viability risk-assessment should be regularly reviewed and repeated			
		4.2	Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 85: Undertake Physiological Measurements

Unit reference number: R/601/8662

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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, hyperpyrexia 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 86: Obtain Venous Blood Samples

Unit reference number: D/601/8860

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policy and good practice related to obtaining venous blood samples	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples			
2	Understand the anatomy and physiology relating to obtaining venous blood samples	2.1	Describe the structure of venous blood vessels			
		2.2	Explain blood clotting processes and the factors that influence blood clotting			
		2.3	Describe the position of venous blood vessels in relation to arteries, nerves and other structures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare to obtain venous blood samples	3.1	Confirm the individual's identity and obtain valid consent			
		3.2	Communicate with the individual in a manner which: ● Provides relevant information ● Provides support and reassurance ● Addresses needs and concerns ● Is respectful of personal beliefs and preferences			
		3.3	Select and prepare appropriate equipment for obtaining the venous blood sample			
		3.4	Select and prepare an appropriate site taking into account the individual's preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to obtain venous blood samples	4.1	Apply health and safety measures relevant to the procedure and environment			
		4.2	Apply standard precautions for infection prevention and control			
		4.3	Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual			
		4.4	Use the agreed procedure to obtain the venous blood sample to include: ● Utilisation of containers ● Required volume of blood ● Correct sequence when obtaining multiple samples ● Application and use of tourniquets at appropriate stages ● Stimulation of blood flow or selection of alternative site where necessary ● Utilisation of anti-coagulant with sample when necessary			
		4.5	Respond to any indication of adverse reaction, complication or problem during the procedure			
		4.6	Explain the correct procedure to deal with an arterial puncture when it occurs			
		4.7	Terminate the blood collection procedure following guidelines and/or protocols to include: ● Removal of blood collection equipment ● Stopping blood flow ● Stopping bleeding ● Application of suitable dressing ● Personal care advice to the individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to prepare venous blood samples for transportation	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: ● Legibility of labelling and documentation ● Temperature control of storage ● Immediacy of transportation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 87: Undertake Urethral Catheterisation Processes

Unit reference number: J/601/8979

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1	Describe the current legislation, national guidelines, and local policies and protocols which affect work practice			
		1.2	Identify the correct procedures relating to urethral catheterisation			
		1.3	Explain the conditions and constraints which might denote who undertakes this procedure and why			
		1.4	Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff			
		1.5	Describe the ethical issues surrounding catheterisation, as applied to males and females			
2	Understand the relevant anatomy and physiology	2.1	Describe the anatomy and physiology of the male and/or female genito-urinary system			
3	Be able to prepare to insert urethral catheters	3.1	Identify the types of catheters that can be used			
		3.2	Select an appropriate catheter			
		3.3	Describe the local anaesthetic agents available for use when inserting urethral catheters			
		3.4	Confirm the individual's identity and obtain valid consent			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to insert urethral catheters	4.1	Ensure the individual's privacy and dignity is maintained at all times			
		4.2	Apply standard precautions for infection control			
		4.3	Apply health and safety measures relevant to the procedure and environment			
		4.4	Insert the catheter safely and correctly, with minimal trauma to the individual including ● Securing the catheter ● Adjusting it correctly ● Attaching it correctly to the appropriate drainage system			
5	Be able to monitor and care for the urethral catheter after insertion	5.1	Monitor the catheterisation equipment and materials to check they are functioning correctly			
		5.2	Empty draining bags			
		5.3	Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan			
		5.4	Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required			
		5.5	Take appropriate action to remedy any problems when these arise			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to care for and support the individual during and after the procedure	6.1	Assess how comfortable the individual is taking steps to improve the individual's comfort during and after the procedure			
		6.2	Identify adverse effects and appropriate actions			
		6.3	Communicate information to the individual on the care of the catheter and attachments			
		6.4	Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 88: Identify the Needs of Individuals with Mental Health Needs and Plan Appropriate Actions

Unit reference number: A/601/9174

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to plan actions needed following physical health assessments	4.1	Describe the actions that could be taken to meet the individual's needs identified by the assessment			
		4.2	Identify the risks attached to various courses of action			
		4.3	Plan actions to be taken in line with agreed ways of working			
5	Be able to identify resources and services needed by individuals following physical health assessments	5.1	Identify the resources and/or services required by the individual as a result of the assessment			
		5.2	Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources			
6	Be able to make referrals	6.1	Obtain and record valid consent where referral is required			
		6.2	Make referrals in line with agreed ways of working			
		6.3	Describe why a referral may be refused			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 89: Support Families in Maintaining Relationships in their Wider Social Structures

Unit reference number: K/601/9185

Level: 3

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling, and recognises the rights of families to make their own decisions and choices and to be supported in following these through.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of social interactions and relationships for families of people with specific needs	1.1	Explain why social contacts are important and should be encouraged			
		1.2	Analyse the effects of isolation			
		1.3	Evaluate sources of information on social structures			
2	Understand the issues surrounding discrimination	2.1	Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination			
		2.2	Analyse the forms which discrimination may take			
		2.3	Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings			
3	Be able to support families to access opportunities for social contact within their wider social structures	3.1	Engage with a family in a way that encourages trust and mutual respect			
		3.2	Identify opportunities for social contact in a family's environment			
		3.3	Encourage a family to seek out services within their community			
		3.4	Support a family to use available services in the community			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support families to maintain social contacts within their wider social structures	4.1	Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts			
		4.2	Provide a family with opportunities to discuss their experiences of maintaining relationships			
		4.3	Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination			
		4.4	Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values			
		4.5	Support a family in challenging any discrimination and barriers within services in their community			
		4.6	Support a family in making any transitions when services become unavailable or no longer meet their needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 90: Work with Families, Carers and Individuals during Times of Crisis

Unit reference number: F/601/9029

Level: 4

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Factors include:

● economic and social factors

● any illnesses which the individual may have

● risk-assessment

● restrictions which may apply under legislation

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to respond during times of crisis	3.1	Evaluate the seriousness and urgency of a request for action			
		3.2	Work with families, carers and individuals to agree the response to a crisis situation			
		3.3	Record and communicate the agreed actions			
		3.4	Implement agreed actions promptly in line with agreed ways of working			
4	Be able to review the outcomes of requests for action during times of crisis	4.1	Explain how to conduct a valid, reliable and comprehensive review			
		4.2	Review outcomes of actions taken and decisions made			
		4.3	Analyse the results of the review to inform future risk-management strategies and actions to be taken			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 91: Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour

Unit reference number: L/601/9034

Level: 3

Credit value: 8

Guided learning hours: 41

Unit summary

This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Methods and approaches include:

- motivational interviewing
- cognitive behavioural therapy
- solution-focused therapy
- adult learning methods

Factors relating to the individual may include:

- culture
- gender
- beliefs
- personality
- Illness
- side-effects of medication

Others may include:

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

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour	1.1	Describe how legislation affects policy and practice when working with individuals to manage their behaviour			
		1.2	Describe the methods and approaches available to help an individual change their behaviour			
2	Understand the factors that influence behaviour	2.1	Explain how different factors relating to the individual can affect behaviour			
		2.2	Describe the potential effects of the environment and the behaviour of others on individuals			
3	Be able to work with individuals to recognise the impact of their behaviour on others	3.1	Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management			
		3.2	Work with individuals and others to gather and review information			
		3.3	Support the individual and others significant to the individual to recognise their behavioural responses to different situations			
		3.4	Encourage the individual to consider the impact of their behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to enable people to develop strategies for changing behavioural responses	4.1	Work with an individual to identify and agree the factors which will motivate them to change their behaviour			
		4.2	Explain to an individual the positive outcomes of changing behaviours			
		4.3	Support an individual to identify situations and circumstances which trigger specific behavioural responses			
		4.4	Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change			
		4.5	Work with the individual to identify and agree coping strategies they are willing to use			
		4.6	Support an individual to develop and practise the agreed strategies and to sustain their motivation			
		4.7	Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working			
		4.8	List any potential barriers to progress and ways in which these barriers can be addressed			
		4.9	Describe the additional advice and support available when an individual does not engage with the process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to evaluate and review strategies for changing behavioural responses	5.1	Conduct regular reviews			
		5.2	Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses			
		5.3	Use the positive outcomes identified through the review process to motivate the individual			
		5.4	Give constructive feedback on progress			
		5.5	Encourage individuals to find ways in which to sustain their behaviour change			
		5.6	Record what has and has not been achieved and identify any future work required			
		5.7	Report the results of the review to all those who have a right and need to receive them			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 92: Help Individuals Address their Substance use Through an Action Plan

Unit reference number: J/601/9968

Level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is aimed at those who support individuals with drug or alcohol problems to develop and review their action plans.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the background relating to substance use to support the development of an action plan	1.1	Explain the reasons for substance use			
		1.2	Explain the specific needs and issues of substance-users			
		1.3	Describe the range of behaviours that you may experience from substance-users			
		1.4	Describe the risks substance-users may pose to themselves and others			
		1.5	Explain how to minimise the risks			
		1.6	Explain the implications of mental-health issues in relation to substance use			
		1.7	Identify commonly used examples of substance misuse jargon/terminology			
2	Be able to develop an action plan with individuals	2.1	Provide opportunities for the individual to contribute to the development of the action plan			
		2.2	Confirm that the individual understands the information provided			
		2.3	Agree the process for reviewing the action plan with the individual			
		2.4	Provide an action plan that reflects the current circumstances of the individual			
		2.5	Record the action plan according to agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review the action plan with individuals	3.1	Gather and record information relating to individual's progress			
		3.2	Provide opportunities to review the action plan with an individual			
		3.3	Identify with the individual the outcomes that have been met and those still to be achieved			
		3.4	Identify and agree the next stages with the individual			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 93: Interact with and Support Individuals Using Telecommunications

Unit reference number: Y/601/8825

Level: 3

Credit value: 5

Guided learning hours: 36

Unit summary

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1	Describe the legal and local requirements and policies relevant to the functions being carried out			
		1.2	Explain the rights of the individual being supported using telecommunications			
2	Be able to use telecommunication technology	2.1	Use different types of telecommunication technology			
		2.2	Explain how interactions may differ depending on the type of telecommunication technology used			
		2.3	Respond to individuals according to organisational policies			
		2.4	Record details of interactions in the appropriate system			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to engage with individuals using telecommuni-cations	3.1	Engage with the individual without face-to-face interaction including: ● Providing opportunities to sustain the interaction ● Providing reassurance of continued interest ● Encouraging individuals to share their concerns ● Responding to the individual's immediate requirements at each stage during the interaction ● Recognising where anonymity may encourage them to respond			
		3.2	Provide information about the service and confirm its appropriateness to the individual			
		3.3	Identify the significance of the circumstances the individual is in			
		3.4	Encourage callers to provide additional information about their situation or requirements			
		3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service			
		3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Identify the types of risks or dangers different individuals might face			
		4.2	Evaluate the implications of any risk or dangers facing an individual, including: ● The circumstances in which the interaction is being made ● The types of problems which could occur ● The significance of any signs of increased stress during interactions ● Whether there are any constraints on individuals ● The appropriate action to deal with any risks, dangers or problems			
5	Be able to terminate the interaction	5.1	Demonstrate how to end interactions including: ● Identifying when to close the interaction ● Providing clear information to the individual on the reasons for ending the interaction ● Operating to the guidelines and procedures of the organisation ● Explaining what further action may be taken			
		5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction			
		5.3	Record and check the individual's demographic details			
		5.4	Identify why recording and checking details might be required before ending/transferring the call			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 94: Implement the Positive Behavioural Support Model

Unit reference number: T/601/9738

Level: 4

Credit value: 8

Guided learning hours: 61

Unit summary

This unit is aimed at those working with individuals who have complex needs/continuing healthcare/severe challenging behaviour.

It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Positive Behavioural Support

An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

Applied Behaviour Analysis (ABA)

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

Social Role Valorisation (SRV)

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

Factors that lead to behaviour being defined as challenging may include:

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively

Environmental risk factors will include features that are physical or social, such as:

- uncomfortable levels of stimulation (e.g. too busy, boring)
- institutional-style setting (e.g. block treatment, rigid routines)
- poor service organisation (e.g. inexperienced carers)
- inappropriate social environment (e.g. overly restrictive, limited choice)
- environmental pollutants (e.g. temperature, noise levels)

Triggers are factors that make challenging behaviours more likely to occur. They include:

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

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

Time intensity model

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

Functional analysis

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

Structured methods

Measures for monitoring and recording behaviour; may include:

- ABC charts
- scatterplots
- incident forms
- behaviour-monitoring forms
- direct observation

Primary prevention

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Secondary prevention

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive reactive strategies are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Positive interaction concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

Levels of help

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Active support

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Review should take place involving the individual as much as is possible.

Post-incident support may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings

Positive Behaviour Support Plan

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the context of the Positive Behavioural Support model	1.1	Explain how Positive Behavioural Support has been influenced by: ● Applied Behaviour Analysis (ABA) ● Social Role Valorisation (SRV)			
		1.2	Summarise current legislation and policy guidance relating to Positive Behavioural Support			
2	Understand the term 'challenging behaviour'	2.1	Define the term 'challenging behaviour'			
		2.2	Explain the reasons for the term challenging behaviour coming into use			
		2.3	Analyse key factors that lead to a behaviour being defined as challenging			
3	Understand the context in which challenging behaviour occurs	3.1	Summarise key environmental risk factors for challenging behaviours			
		3.2	Explain how slow and fast triggers contribute to challenging behaviour			
		3.3	Analyse the role of reinforcement in maintaining behaviour			
		3.4	Explain the time-intensity model			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1	Describe the key components of functional analysis			
		4.2	Explain the key methods of analysing behaviour			
		4.3	Complete accurate records of behaviour using a structured method			
		4.4	Identify environmental risk factors for an individual's challenging behaviour			
		4.5	Identify possible slow and fast triggers for an individual's challenging behaviour			
		4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour			
		4.7	Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals			
5	Understand the key characteristics of Positive Behavioural Support	5.1	Describe the key characteristics of Positive Behavioural Support			
		5.2	Explain the role within Positive Behavioural Support of: ● Primary prevention strategies ● Secondary prevention strategies ● Non-aversive reactive strategies			
		5.3	Explain the importance of social validity in the Positive Behavioural Support model			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to implement primary prevention strategies	6.1	Summarise the key primary prevention strategies			
		6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice			
		6.3	Explain the importance of effective communication and positive interaction in primary prevention for individuals			
		6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity			
		6.5	Use effective communication with an individual to promote positive behaviour			
		6.6	Evaluate the social validity of an agreed primary prevention strategy for an individual			
7	Be able to use a person-centred approach to develop plans that promote participation	7.1	Explain how active support can help prevent challenging behaviour by improving an individual's quality of life			
		7.2	Analyse the role of structure and daily planning in primary prevention for individuals			
		7.3	Review an individual's daily activities to identify areas for increasing participation and choice			
		7.4	Review an individual's routine to identify opportunities for increasing participation and choice			
		7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task			
		7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to implement secondary prevention strategies	8.1	Summarise key secondary prevention strategies			
		8.2	Explain when secondary prevention strategies should be used with individuals			
		8.3	Identify early-warning signs of behavioural agitation in an individual			
		8.4	Identify possible secondary prevention strategies that may be used with an individual			
		8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			
9	Be able to implement non-aversive reactive strategies	9.1	Explain when reactive strategies should be used with individuals			
		9.2	Describe the key characteristics and types of reactive strategies			
		9.3	Assess the risks in the use of reactive strategies			
		9.4	Identify possible reactive strategies that may be used for an individual			
		9.5	Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences			
		9.6	Establish an individual's preferred post–incident support			
		9.7	Identify own preferred post-incident support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Be able to understand and implement Positive Behavioural Support Plans	10.1	Explain the purpose and importance of Positive Behaviour Support Plans for individuals			
		10.2	Identify the key components of a Positive Behaviour Support Plan for individuals			
		10.3	Implement agreed procedures in an individual's Positive Behavioural Support Plan			
		10.4	Contribute to the review of an individual's Positive Behavioural Support Plan			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 95: Support Positive Risk-Taking for Individuals

Unit reference number: L/601/9549

Level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support positive risk-taking to benefit individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Different areas of their life may include:

- health
- social
- financial

Others may include:

- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of risk-taking in everyday life	1.1	Explain ways in which risk is an integral part of everyday life			
		1.2	Explain why individuals may have been discouraged or prevented from taking risks			
		1.3	Describe the links between risk-taking and responsibility, empowerment and social inclusion			
2	Understand the importance of a positive, person-centred approach to risk-assessment	2.1	Explain the process of developing a positive person-centred approach to risk-assessment			
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk-assessment			
		2.3	Explain how a service-focused approach to risk-assessment would differ from a person-centred approach			
		2.4	Identify the consequences for individuals of a service-focused approach to risk-assessment			
3	Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support an individual to have control over their own lives			
		3.2	Describe how a human rights-based approach supports an individual to make decisions and take risks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to make decisions about risks	4.1	Support an individual to recognise potential risk in different areas of their life			
		4.2	Support the individual to balance choices with their own and others' health, safety and wellbeing			
		4.3	Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks			
		4.4	Record all discussions and decisions made relating to supporting the individual to take risks			
5	Be able to support individuals to take risks	5.1	Complete a risk-assessment with an individual following agreed ways of working			
		5.2	Communicate the content of the risk-assessment to others			
		5.3	Support the individual to take the risk for which the assessment has been completed			
		5.4	Review and revise the risk-assessment with the individual			
		5.5	Evaluate with the individual how taking the identified risk has contributed to their wellbeing			
6	Understand duty of care in relation to supporting positive risk-taking	6.1	Explain how the principle of duty of care can be maintained while supporting individuals to take risks			
		6.2	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 96: Support Individuals to Maintain Personal Hygiene

Unit reference number: K/601/9963

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Factors may include:

- washing
- showering/bathing
- washing hair
- cleaning clothes
- keeping nails clean
- washing hands after using the toilet

Preferences and needs will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.

Maintaining dignity includes:

- privacy
- having trust on both sides
- being professional
- awareness of abuse
- averting eye contact to avoid embarrassment
- being gentle
- being able to empathise

Risks – from infection and reduction through infection-control techniques.

Others may include:

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

Underlying personal issues may include:

- financial issues
- abuse
- health issues

Unit content

1 Understand the importance of good personal hygiene

Importance of personal hygiene: health needs; appearance; social acceptance, the working or learning environment

Effects of poor personal hygiene: physical; social; emotional; infection, disease, exacerbation of an existing condition e.g. tooth decay, fungal conditions; social exclusion; alienation, bullying; lack of confidence

2 Be able to support an individuals to maintain personal hygiene

Contributory factors: carers and colleagues, role models; privacy and respect; maximise independence; self-esteem; self-image; routine

Addressing issues: individual needs and choices; using tact, diplomacy; confidence-building; self-management

Awareness of the effect of poor hygiene on others: health promotion resources e.g. posters, DVDs; spread of infection and disease; social effect

Supporting preferences and needs: comfort, safety and security e.g. within personal environment, products, helpers; enabling independence, supporting and encouraging choice e.g. of products and procedures

Maintaining dignity: facilities; personal beliefs and preferences e.g. enabling choice of personal cleanliness, materials, toiletries; discussion of conflicting opinions; accessibility of materials and equipment

Risks to own health: spread of infection and disease; allergies to products

Reducing risks: awareness of processes and procedures; use of protective equipment e.g. overalls, gloves; understanding and using interpersonal skills

Involvement of others: services e.g. podiatry, dental, hair-care

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

Underlying personal issues: physical factors e.g. accessibility and ability to use resources due to height, size; allergies and sensitivities; mental illness e.g. dementia, depression, schizophrenia; learning disability

Addressing underlying issues: effective implementation of person-centred care plans; active support of individuals by understanding and addressing physical factors e.g. skin allergy

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 wellbeing			
2	Be able to support individuals to maintain personal hygiene	2.1	Support an individual to understand factors that contribute to good personal hygiene			
		2.2	Address personal hygiene issues with the individual in a sensitive manner without imposing own values			
		2.3	Support the individual to develop awareness of the effects of poor hygiene on others			
		2.4	Support the preferences and needs of the individual while maintaining their independence			
		2.5	Describe how to maintain dignity of an individual when supporting intimate personal hygiene			
		2.6	Identify risks to own health in supporting an individual with personal hygiene routines			
		2.7	Reduce risks to own health when supporting the individual with personal hygiene routines			
		2.8	Identify others who may be involved in supporting the individual to maintain personal hygiene			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 97: Support Person-Centred Thinking and Planning

Unit reference number: A/601/7215

Level: 3

Credit value: 5

Guided learning hours: 41

Unit summary

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcome 5 must be assessed in a real work situation.

Unit content

1 **Understand the principles and practice of person-centred thinking, planning and reviews**

Person-centred thinking: definitions; basing plans on the person's own priorities; working towards an individual's goals; building a circle of support; planning with the person and not for them; supported self-direction; individualised planning to incorporate hopes and wishes of the individual; safeguarding quality; reviewing plans with the individual and others to ensure success; facilitating changes of direction; the ongoing process; non-judgemental approach; acceptance of the individual; acknowledging gifts and dreams; listening to the individual

Relevance and benefits of the person-centred approach: defining the approach/key features; placing individuals at the centre of planning; supporting people to make choices; enabling friendships and relationships; increasing confidence; raising self-esteem; achieving self-actualisation; involvement of significant others; involvement of communities; supporting future plans

Beliefs and values: Rogers, core conditions, growth-promoting climate; Maslow, hierarchy of needs; work of Michael Smull e.g. essential lifestyle planning; work of John O'Brien; social model; holistic model, normalisation; principles of inclusion; differences between person-centred and other approaches to planning and review, e.g. needs-led, service-led, cycle of assessment, multi-disciplinary/inter-agency

Person-centred thinking tools: e.g. important to/for, working/not working, the doughnut, matching staff, relationship circle, communication charts, 4+1 questions, citizenship tool, decision making non-agreement, presence to contribution, dreaming, Making Action Plans, (MAPS), Planning Alternative Futures, (PATHS), key features; commonalities; differences; preferred contexts; purposes; ways of using one-page profiles, e.g. in health action planning, adult placements; developing person-centred plans and support plans

2 **Understand the context within which person-centred thinking and planning takes place**

Legislation, policy and guidance: relevant sections from e.g. Care Standards Act 2000, Community Care Act 1990, Disability Discrimination Act 1995, (as amended 2005), Human Rights Act 1998; White Paper *Valuing People (2001): a new strategy for learning disability for the 21st century;* White Paper *Valuing People Now, (2007), from progression to transformation;* Protection of Vulnerable Adults (DH 2006b)

Relationship between planning and services: use of information from reviews to inform strategic commissioning; accelerating the development of the person-centred plan throughout the organisation; providing better intelligence about what works for an individual; providing better intelligence about what community services are needed, what services need to be developed in response to current and future needs; going beyond conventional service options; meeting statutory requirements; individual at the centre of the process; identifying actions

The person-centred team: definition; structured sense of purpose; knowledge of what is important for team members; producing team plans; implementing plans; allocation of roles and tasks to meet staff interests and strengths; sharing learning; reasons for reflection; effective leadership/role of the manager; role of facilitators; involvement of staff in decision-making; using person-centred thinking within the team; implementing the approach across organisations

3 **Understand own role in person-centred planning**

Own role: personal expectations; expectations of others; facilitating self-directed support; use of journals to record plans and actions; use of support circles/relationship circles to identify support networks; use of relevant person-centred thinking tools; recognition of place within team/organisation; competence in using relevant skills to support individuals; reasons for choice of skills; identifying actions; following up actions

Use of person-centred tools to support individuals: e.g. 4 +1 questions, my daily and weekly routines, To For/To Sort, Good day/Bad day

Challenges: issues of control; taking risks; relationships within teams/organisations; dealing with personal issues; willingness to develop; levels of self-awareness; conflicting values, own/person-centred; boundaries; self-esteem levels

Overcoming challenges: use of person-centred thinking tools; use of mentors/counselling; peer review; use of facilitators to enable progression; purpose for change

4   **Be able to implement person-centred thinking, planning and reviews**

Own community connections: use of person-centred thinking tools*:* e.g. Who am I? My gifts and capacities, hopes and fears, mapping our network, passion audit, capacity mapping, who am I – my places; use of relevant person-centred tools e.g., Making Action Plans (MAPS), Planning Alternative Futures, (PATH), Dreams and Nightmares, use of caution with this tool; reasons for choices

5   **Be able to implement person-centred thinking, planning and reviews**

Implementing the approach: working with individuals to produce plans; choice of person-centred thinking tools; using one-page profiles to produce a plan; using information from a review to begin a plan for individuals; agreeing responsibilities in achieving actions; producing person-centred reviews, process, content and format; enabling individuals to choose who supports them; asking individuals what they want support staff to do; using this information to develop and select staff; including sections in job descriptions and specifications which reflect an individual's person-centred plan; involving individuals in recruiting support workers; involving individuals in planning circles of support

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles and practice of person-centred thinking, planning and reviews	1.1	Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning			
		1.2	Explain the benefits of using person-centred thinking with individuals			
		1.3	Explain the beliefs and values on which person-centred thinking and planning is based			
		1.4	Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning			
		1.5	Explain how person-centred thinking tools can form the basis of a person-centred plan			
		1.6	Describe the key features of different styles of person-centred planning and the contexts in which they are most useful			
		1.7	Describe examples of person-centred thinking tools, their purpose, how and when each one might be used			
		1.8	Explain the different ways that one-page profiles are used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the context within which person-centred thinking and planning takes place	2.1	Interpret current policy, legislation and guidance underpinning person-centred thinking and planning			
		2.2	Analyse the relationship between person-centred planning and the commissioning and delivery of services			
		2.3	Describe how person-centred planning and person-centred reviews influence strategic commissioning			
		2.4	Explain what a person-centred team is			
		2.5	Explain how person-centred thinking can be used within a team			
		2.6	Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation			
		2.7	Describe the role of the manager in implementing person-centred thinking and planning			
		2.8	Explain how this relates to the role of a facilitator			
3	Understand own role in person-centred planning	3.1	Explain the range of ways to use person-centred thinking, planning and reviews in own role: ● With individuals ● As a team member ● As part of an organisation			
		3.2	Explain the different person-centred thinking skills required to support individuals			
		3.3	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work			
		3.4	Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply person-centred planning in relation to own life	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working			
		4.2	Describe what other person-centred thinking tools would be useful in own life			
		4.3	Evaluate which person-centred thinking tools could be used to think more about own community connections			
		4.4	Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations			
5	Be able to implement person-centred thinking, planning and reviews	5.1	Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams			
		5.2	Show that the plan and process are owned by individual			
		5.3	Demonstrate how person-centred thinking tools can be used to develop a person-centred plan			
		5.4	Use information from a person-centred review to start a person-centred plan			
		5.5	Use person-centred thinking to enable individuals to choose those who support them			
		5.6	Support the individual and others involved to understand their responsibilities in achieving actions agreed			
		5.7	Demonstrate a successful person-centred review			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 98: Promote Active Support

Unit reference number: D/601/7353

Level: 3

Credit value: 5

Guided learning hours: 36

Unit summary

The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals

This unit forms part of the Learning Disabilities pathway of the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Unit content

1 **Understand how active support translates values into person-centred practical action with an individual**

Definitions: active support – a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

Person-centred: what is important to individuals and helps them to live the life they choose

Hotel model: institutional style settings organised mainly around staffing needs; not person-centred and may offer a poor quality of life to individuals, e.g. where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

Individual support: hotel model; advantages; disadvantages; role of staff

Active support: circle of care; role of staff; communication passports

Support workers: informing; enabling; teaching; facilitating; promoting

Practical changes: environmental; interpersonal; individual organisational

2 **Be able to interact positively with individuals to promote participation**

Levels of help: definition – graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level; assistance should be given flexibly according to the individual's need for help; should be focused on encouraging as much independence as possible

Awareness of levels of help: individual ability; situational; organisational; environmental

Task analysis: definition – breaking down tasks into small, manageable steps as in recipes or DIY guides; the size of each step or number of steps for a specific task varies according to the individual's ability or need for support; problem identifying, individual understanding, goals, time limits, priorities, outcomes

Positive reinforcement and interaction: definition – what an individual gains from undertaking a specific task, these can include naturally occurring rewards, e.g. drinking a cup of tea the individual has just made, or other things that the individual particularly likes e.g. praise and attention or a preferred activity, as an encouragement or reward for participating in a specified activity; motivation, drive-reduction theory; evaluation, reflecting on practice, questioning practice; introduction of new activities; interpersonal skills; communication, positive interaction

3 **Be able to develop and implement person-centred daily plans to promote participation**

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

Valued range of activities: definition – the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities

Disengagement: doing no constructive or meaningful activity, including aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact

Daily plans: positive descriptions of individuals; circle of care, resources, facilities, safety plans; individual's ability and choices, non-negotiable, highly desirable, desirable, decision-making agreement; periods of disengagement

Implementing plans: personal planning books; recording changes

Reviewing and revising: evaluating; assessing; flexibility

4 **Be able to use person-centred records to evaluate an individual's participation in activities**

Person-centred records: theory in practice; log-development; recording, monitoring; personal preferences; planning; routines; individual flexibility; support arrangements; precautionary/alternative arrangements

Review: using records to inform; develop; progress; promote; explain; assess

Evaluate: continual evaluation – listening; observation; learning; action

Changes: valued lifestyle – the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities; devising goals

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how active support translates values into person-centred practical action with an individual	1.1	Compare the characteristics associated with active support and the hotel model in relation to an individual's support			
		1.2	Identify practical changes that could be made within a service setting to: ● Promote an individual's independence ● Support informed choices ● Improve quality of life			
2	Be able to interact positively with individuals to promote participation	2.1	Assess the levels of help an individual would need to participate in a range of new activities			
		2.2	Use task analysis to break a range of new activities into manageable steps for an individual			
		2.3	Evaluate different ways of positively reinforcing an individual's participation in a range of new activities			
		2.4	Demonstrate positive interaction with an individual to promote successful participation in a range of new activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop and implement person-centred daily plans to promote participation	3.1	Develop daily plans with the individual and others to ensure that a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement			
		3.2	Support the implementation of daily plans that promote an individual's participation in a range of activities			
		3.3	Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation			
4	Be able to use person-centred records to evaluate an individual's participation in activities	4.1	Develop a person-centred record to monitor an individual's participation in activities			
		4.2	Review an individual's participation in activities to assess changes over time			
		4.3	Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle			
		4.4	Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 99: Support Individuals with a Learning Disability to Access Healthcare

Unit reference number: J/601/8657

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1	Describe what is meant by a rights-based approach to accessing healthcare			
		1.2	Outline the main points of legislation that exists to support a rights-based approach			
		1.3	Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision			
		1.4	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance			
		1.5	Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities			
2	Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1	Explain the work of healthcare services that an individual with learning disabilities may need to access			
		2.2	Explain how an individual can access each type of healthcare service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1	Describe the role and responsibility of professionals working in different types of healthcare services			
4	Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	4.1	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities			
		4.2	Explain the range of health checks available to individuals to support good health and wellbeing			
		4.3	Explain the importance of routine healthcare checks			
5	Be able to complete and review plans for healthcare	5.1	Identify who needs to be involved in the process of completing and reviewing plans for healthcare			
		5.2	Complete plans for healthcare with an individual or significant others if appropriate			
		5.3	Review plans for healthcare with an individual or significant others if appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience			
		6.2	Explain ways to overcome barriers to accessing healthcare services			
		6.3	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services			
7	Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1	Use a person-centred approach to support an individual to access healthcare services			
		7.2	Provide accessible information related to healthcare to individuals			
		7.3	Work with others when supporting an individual to access healthcare services			
		7.4	Support individuals in a range of practical healthcare situations			
		7.5	Support the individual to make safe choices with regard to treatments and medication			
		7.6	Record details of a healthcare visit in a format that an individual with learning disabilities can understand			
		7.7	Identify an individual's needs to healthcare professionals to ensure that the service can be accessed			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 100: Support Young People with a Disability to Make the Transition into Adulthood

Unit reference number: F/602/0049

Level: 3

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Families may also include others significant to the young person such as guardians, carers, friends, partners etc

Legislation and local and national practice guidelines – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood

Options for their future – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc

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

Resources may include personal budgets, conventional services, support of family and friends

Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, Citizens Advice etc

Person-centred approaches – in England this will include person-centred transition plans

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability			
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development			
		3.3	Explain how personal budgets can be used with young people in transition			
4	Be able to support a young person with a disability through transition into adulthood	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process			
		4.2	Support a young person to explore options for their future			
		4.3	Use person-centred thinking to identify with the young person their needs and aspirations			
		4.4	Use person-centred thinking to develop with the young person a plan to support them through transition			
		4.5	Involve families in the transition process according to the wishes of the young person			
		4.6	Identify ways to provide resources to meet needs			
		4.7	Explain the role of key agencies and professionals likely to be involved in the transition process			
		4.8	Outline possible areas of tension and conflict that may arise during the transition into adulthood			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support a young person to reflect on the transition	5.1	Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs			
		5.2	Support a young person to record the transition and what has happened in their life in order to plan for the future			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 101: Support Parents with Disabilities

Unit reference number: K/601/7047

Level: 3

Credit value: 6

Guided learning hours: 43

Unit summary

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the needs of the parent it also highlights the needs of the child(ren).

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

Statutory responsibilities refers to those outlined in the Children Act 1989

Barriers refers to external factors and may include prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information

Other workers would include people supporting individuals within the family or the family as a whole. This may include for example independent advocates, social workers, teachers, health practitioners etc

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities	1.1	Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment			
		1.2	Explain the statutory responsibilities placed on organisations towards families and children who are in need			
2	Understand the support parents with disabilities may need	2.1	Explain the support provided by adults and children's services to a family receiving support from both			
		2.2	Explain the ways in which independent advocates can play an important role in the support of parents with disabilities			
		2.3	Explain the benefits of providing support to families at the earliest stage possible			
3	Be able to support parents with disabilities	3.1	Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support			
		3.2	Develop flexible support strategies to meet families' needs at the different stages of the child's development			
		3.3	Implement support strategies to meet families' needs			
		3.4	Evaluate support strategies to ensure they continue to meet the needs of the family			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1	Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'			
		4.2	Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities			
		4.3	Support individuals with disabilities to overcome barriers to successful parenting			
		4.4	Work in a way that promotes individuals' self-determination and self-confidence in their role as parents			
		4.5	Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances			
5	Be able to develop positive working relationships with parents with disabilities	5.1	Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have			
		5.2	Use evidence-based approaches in developing positive relationships with parents with disabilities			
6	Be able to work in partnership with other workers, different services and informal support networks	6.1	Plan how to involve relevant services to support parents with disabilities and/or their children			
		6.2	Access relevant services to support parents with disabilities and/or their children			
		6.3	Demonstrate ways of helping to create, enhance and work with informal support networks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1	Explain own role and responsibilities in relation to safeguarding children			
		7.2	Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary			
		7.3	Describe the action to take in response to any concerns regarding safeguarding children			
		7.4	Explain the types of support the child may need in his/her own right			
		7.5	Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 102: Support Individuals with Self-Directed Support

Unit reference number: J/602/0053

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Self-directed support – puts the person in need of support in control of that support

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

Legislation, policy or guidance – refers to any current legislation or guidance around this area

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

Others may include:

- families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage

Person-centred thinking tools **include**:

- important to/for (recorded as a one-page profile)
- working/not working
- the doughnut
- matching staff
- relationship circle
- communication charts
- plus 1 questions
- citizenship tool
- decision-making agreement
- presence to contribution
- dreaming
- community-connecting related tools
  - Who am I? my gifts and capacities
  - hopes and fears
  - mapping our network
  - passion audit
  - capacity mapping
  - Who am I – my places

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support			
		1.2	Explain the benefits of an individual having self-directed support			
		1.3	Explain how legislation, policy or guidance underpin self-directed support			
		1.4	Explain what the following terms mean: ● Indicative allocation ● Supported self-assessment ● Support plan ● Outcome focused review			
		1.5	Outline the possible barriers to self-directed support			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to support individuals to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported			
		2.2	Explain how individuals can direct their own support if they do not have a personal budget			
		2.3	Explain how person-centred planning can be used to inform a support plan			
		2.4	Explain the roles of others who can assist individuals in developing their support plan			
		2.5	Describe different ways that individuals can develop a support plan			
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget			
		2.7	Describe what might be included in the costings for a support plan			
3	Understand the different ways that individuals can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support			
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services			
		3.3	Explain what restrictions may be imposed on personal budgets			
		3.4	Describe the criteria that are used to sign off a support plan			
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to direct their support	4.1	Support an individual to express what is important to them in how they want to be supported in the future			
		4.2	Use person-centred thinking tools to support an individual to have maximum choice and control in their life			
		4.3	Use person-centred thinking tools to support an individual to develop their support plan			
		4.4	Support an individual to identify any others who could work with them to develop their support plan			
5	Be able to support individuals to use their personal budget in different ways	5.1	Support an individual to understand the different ways they could develop their support plan			
		5.2	Support an individual to understand what restrictions may be imposed on their personal budget			
		5.3	Support an individual to think about different options for spending their personal budget			
		5.4	Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget			
6	Be able to support individuals with an outcome-focused review	6.1	Explain the process of an outcome-focused review			
		6.2	Support an individual to prepare for an outcome-focused review			
		6.3	Support an individual to be at the centre of the review process			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 103: Work with Other Professionals and Agencies to Support Individuals with Physical Disabilities

Unit reference number: K/601/6190

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information

Individual – the individual with the physical disability.

Quality of life - access to a range of activities and opportunities which enable the individual to value themselves and feel valued by others.

Professionals:

- physiotherapist

- occupational therapist

- nurse

- GP

- social worker

- dietician

- speech and language therapist

Agencies - this can include:

Agencies specific to individual conditions e.g. MS, spina bifida, etc with the aim of educating, advocating and lobbying.

They can also include more generic agencies which provide services i.e. supported living in the community, personal care, support with direct payments, advice re: benefits etc.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1	Describe circumstances when it would be important to involve other professionals			
		1.2	Explain the different referral processes to gain the support of other professionals			
		1.3	Describe provision from across specialist agencies			
		1.4	Analyse the impact specialist agencies have on providing a wider menu of services for the individual			
		1.5	Describe the values and skills which underpin joint working with other professionals and agencies			
2	Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1	Assess when an individual's needs require input from other agencies and professionals			
		2.2	Give the individual information about provision options so that informed choices can be made			
		2.3	Agree with the individual what they hope to achieve through referral to another agency and/or professional			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to demonstrate partnership working	3.1	Make a referral to other professionals and/or agencies in the agreed way			
		3.2	Use verbal and written communication skills in making the individual's needs and wishes known			
		3.3	Work in partnership with other agencies and or professionals to support the individual to meet their needs			
		3.4	Evaluate the outcomes for the individual of partnership working			
		3.5	Document the work carried out with other professionals and or agencies			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 104: Support Families who are affected by Acquired Brain Injury

Unit reference number: M/601/5817

Level: 3

Credit value: 3

Guided learning hours: 30

Unit summary

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 including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

The individual is the person with acquired brain injury.

Theories of loss and grief:

- Elisabeth Kübler-Ross
- Warden

Personality changes, e.g.:

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness

Relationships:

- spouse/partner
- child
- parent
- sibling
- friend

Primary carers:

- spouse/partner
- child
- parent
- sibling
- friend

Other professionals and agencies may include:

- carers' organisations
- social workers
- GPs
- supervisor
- advocate
- carers/family members
- colleagues

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	1.1	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state			
		1.2	Describe how theories of loss and grief provide a framework for practice			
		1.3	Describe the long-term adjustments families and friends may need to make			
2	Understand the long-term effects of acquired brain injury on family	2.1	Explain the emotional impact of acquired brain injury on families			
		2.2	Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury			
		2.3	Describe the socio-economic impact on the family of the long-term effects of acquired brain injury			
		2.4	Explain the impact on families of personality changes in the individual			
		2.5	Describe changes that may occur in relationships as a result of acquired brain injury			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand legislation that is relevant to carers of an individual affected by acquired brain injury	3.1	Identify legislation and policy specific to carers			
		3.2	Explain the key principles within legislation and policy which are applicable to carers of an individual			
		3.3	Outline the obligations on social care organisations as a result of legislation			
4	Be able to assess the support required by families who hold the primary caring role	4.1	Assess with primary carers the support they require			
		4.2	Agree with the primary carer a plan of support			
		4.3	Identify support which can best be provided by others			
		4.4	Report where there are unmet needs			
5	Be able to work in partnership with other professionals and agencies	5.1	Explain the role of other professionals and agencies working with individuals with acquired brain injury			
		5.2	Work in partnership with other professionals and agencies to support families			
		5.3	Evaluate outcomes for families of partnership working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 105: Support Families who have a Child with a Disability

Unit reference number: D/601/5750

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Diagnosis, e.g. a range of:

- physical disabilities
- learning disabilities
- sensory disabilities

Interpersonal relationships within the family

Examples are:

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents

Other professionals and agencies:

- teachers
- educational psychologist
- educational welfare
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist

Support can include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact on a family of having a child with a disability	1.1	Describe the emotional impact that a diagnosis can have on families			
		1.2	Explain how the impact of having a child with a disability can be rewarding and/or challenging			
		1.3	Explain the emotional experience that families may have after diagnosis, using theories of loss			
		1.4	Explain how having a child with a disability may affect interpersonal relationships within a family			
		1.5	Identify the changes that may need to be made to family life, social life, work and accommodation			
		1.6	Explain why it is important for family members to have opportunities to explore feelings and experiences			
2	Be able to support families who have a child with a disability	2.1	Establish with the family the support they require			
		2.2	Work with the family to identify different ways that needs can be met			
		2.3	Support family members to discuss feelings and experiences related to having a child with a disability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	Explain what informal networks and community resources there are for children with disabilities and their families			
		3.2	Give information to a family about community resources and informal networks to enable them to make choices			
		3.3	Support a family to use community resources and informal networks			
4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	Identify support and resources that a child with a disability may need			
		4.2	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability			
		4.3	Provide information to a family about professionals and agencies that may provide support			
		4.4	Identify when referrals should be made to other professionals and/or agencies			
		4.5	Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability			
		4.6	Review the outcomes for the family of partnership working			
		4.7	Identify and report any additional support required by the family			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 106: Promote Effective Communication with Individuals with Sensory Loss

Unit reference number: K/601/3483

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

The purpose of this unit is to provide the learner with knowledge and skills required to support effective communication with individuals with sensory loss.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of effective two-way communication	1.1	Identify the features of two-way communication			
		1.2	Explain why two-way communication is important for individuals with sensory loss			
		1.3	Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss			
2	Understand different methods that can support communication with individuals with sensory loss	2.1	Research the different methods that are used to support communication with individuals with sensory loss			
		2.2	Identify the characteristics of communication that is not based on formal language systems			
3	Be able to support the individual with communication	3.1	Agree with an individual and/or others preferred methods of communication			
		3.2	Prepare the environment to facilitate effective communication			
		3.3	Use agreed methods of communication with an individual			
		3.4	Check the effectiveness of communication with the individual throughout the interaction			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1	Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others			
		4.2	Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills			
		4.3	Make suggestions to improve the use of agreed methods of communication to individuals and/or others			
		4.4	Reflect on own practice on the use of agreed methods of communication			
		4.5	Adapt own practice to meet the needs of the individual			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 107: Support Individuals with Multiple Conditions and/or Disabilities

Unit reference number: A/601/5190

Level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Multiple conditions and/or disabilities could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Wellbeing, e.g.

- emotional
- psychological
- physical

Activities could include:

- education
- employment
- leisure activities
- social activities
- household or domestic tasks

Informal networks could include:

- family
- friends
- neighbours
- special interest groups

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Describe possible multiple conditions and/or disabilities that individuals may have			
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life			
		1.3	Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities			
2	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities			
		2.2	Explain the steps to take when actions may be outside of the scope of own role and responsibilities			
3	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area			
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities			
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities			
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assist individuals with multiple conditions and/or disabilities	4.1	Support an individual to identify needs and preferences			
		4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities			
		4.3	Support an individual to engage in activities that meet their needs and preferences			
5	Be able to evaluate the support provided to an individual to engage in activities	5.1	Review with the individual and/or others, how well the activities have met the identified needs and preferences			
		5.2	Reflect on own support to an individual to engage in activities			
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice			
		5.4	Adapt own practice to support the needs of the individual			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 108: Support Individuals in the Use of Assistive Technology

Unit reference number: J/601/3541

Level: 4

Credit value: 4

Guided learning hours: 32

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the use of assistive technology.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Wellbeing, e.g.

- emotional
- psychological
- physical

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1	Research the range and purpose of assistive technology that is available to support individuals in own area of work			
		1.2	Investigate the effectiveness of the most commonly used assistive technology in own area of work			
		1.3	Explain how assistive technology can have a positive impact on the wellbeing and quality of life of individuals			
2	Be able to support the selection of assistive technology with individuals	2.1	Explain own role and the roles of others in the provision of assistive technology for individuals			
		2.2	Support an individual to access specialist information and support about assistive technology			
		2.3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology			
		2.4	Support an individual to select assistive technology to meet their needs and preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the use of assistive technology aids with an individual	3.1	Prepare the environment to support the use of assistive technology with an individual			
		3.2	Support the use of assistive technology following instructions or guidelines within boundaries of own role			
		3.3	Record the use of assistive technology following procedures or agreed ways of working			
		3.4	Explain when and to whom referrals for maintenance or repair would be made			
4	Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1	Review the effectiveness of assistive technology against identified outcomes with individuals and/or others			
		4.2	Provide feedback to others on the use of assistive technology			
		4.3	Revise plans to use assistive technology to achieve identified outcomes with individuals and/or others			
		4.4	Evaluate own practice in using assistive technology to meet identified outcomes			
		4.5	Adapt own practice to support the needs of the individual			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 109: Support the Assessment of Individuals with Sensory Loss

Unit reference number: R/601/3543

Level: 3

Credit value: 3

Guided learning hours: 2

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support assessment of individuals with sensory loss.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Sensory loss could include:

- sight loss

- hearing loss

- deafblindness

Others could include:

- other professionals

- carers/family members

- advocates

- colleagues

Wellbeing, e.g.

- emotional

- psychological

- physical

Formal and informal methods could include:

- observation

- communication

- feedback from individuals

- feedback from families/carers/friends

- deterioration in the environment

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the range and purpose of assessment available to individuals with sensory loss	1.1	Identify the different types of assessment available to individuals with sensory loss			
		1.2	Outline the purpose of the different types of assessment available to individuals with sensory loss			
		1.3	Discuss the importance of holistic assessment for individuals with sensory loss			
		1.4	Explain the term 'eligibility criteria' in relation to the assessment of individuals with sensory loss			
2	Understand own role and role of others in relation to the assessment of individuals with sensory loss	2.1	Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss			
		2.2	Identify the range and roles of others involved in the assessment of individuals with sensory loss			
		2.3	Explain the responsibility of self and others in involving individuals with sensory loss with their assessment			

Learning outcomes			Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the assessment of individuals with sensory loss	3.1	Support the active participation of the individual in shaping the assessment process				
		3.2	Explain the importance of using both formal and informal methods to gather information for assessments				
		3.3	Agree areas of assessment that will require own input with others				
		3.4	Contribute to the assessment within boundaries of own role				
		3.5	Observe and record agreed areas for assessment in line with work-setting procedures or agreed ways of working				
		3.6	Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection				
4	Be able to recognise the impact of assessment on the service delivery and an individual's wellbeing and quality of life	4.1	Discuss with an individual how the outcomes of an assessment have impacted on their wellbeing and quality of life				
		4.2	Evaluate how an assessment has had an impact on own practice and service delivery				
		4.3	Reflect how own practice has been adapted following assessment of an individual with sensory loss				

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 110: Support the Promotion of Awareness of Sensory Loss

Unit reference number: D/601/3545

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote awareness of sensory loss. This unit would be useful for those who undertake specialist roles.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of promoting awareness of sensory loss	1.1	Explain why it is important to promote awareness of sensory loss for: ● Individuals ● Service provision ● Societal perceptions and attitudes			
2	Understand the role played by self and others in promoting awareness of sensory loss	2.1	Outline own role in promoting awareness of sensory loss			
		2.2	Outline the roles of others who may play a part in promoting the awareness of sensory loss			
		2.3	Establish the role that individuals play in promoting awareness of sensory loss			
3	Be able to provide information that promotes awareness of sensory loss	3.1	Support the range of information and resources available in relation to sensory loss			
		3.2	Research evidence-based best practice in relation to sensory loss			
		3.3	Provide others with information on evidence-based best practice relevant to own service area			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to use information to promote awareness of sensory loss	4.1	Use information, resources or evidence-based best practice to improve support provided to individuals with sensory loss by self and others			
		4.2	Establish the extent of changes that result from providing information and intelligence about evidence-based practice resources			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 111: Support Individuals to Access Education, Training or Employment

Unit reference number: H/601/3546

Level: 4

Credit value: 4

Guided learning hours: 31

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Wellbeing, e.g.:

- emotional
- psychological
- physical

Others could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the value of engagement in training, education or employment for individuals	1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals			
2	Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment			
		2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment			
		2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities			
3	Understand the support available to individuals accessing education, training or employment	3.1	Identify the range of agencies that provide support to individuals accessing education, training or employment			
		3.2	Clarify the support provided by the various agencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1	Work with individuals to identify the education, training or employment opportunities taking account of their: • Aspirations • Skills and abilities • Interests • Experience • Qualifications • Support needs • Preferred career pathway • Personal circumstances • Language/communication needs			
		4.2	Work with the individual and/or others to source accessible information on education, training or employment opportunities			
		4.3	Support the individual to select preferred education, training or employment			
		4.4	Support the individual to complete applications to access education, training or employment			
		4.5	Support the individual to prepare for interview or selection for education, training or employment			
5	Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment			
		5.2	Work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes			
		6.2	Review with the individual and/or others the continued support required to undertake education, training or employment			
		6.3	Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 112: Enable Individuals to Negotiate Environments

Unit reference number: R/601/5180

Level: 3

Credit value: 5

Guided learning hours: 34

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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

The **plan** will include:

- risk assessment

and could include:

- environmental hazards

- agreed methods of communication

- level of support required

- assistive technology/aids

- other resources

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1	Observe and record an individual's ability to negotiate an environment			
		4.2	Evaluate the success of negotiating an environment with an individual and/or others			
		4.3	Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment			
		4.4	Agree a revised plan with the individual and/or others			
		4.5	Evaluate own contribution to supporting an individual to negotiate an environment			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 113: Understand Advance Care Planning

Unit reference number: A/503/8135

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to undertake advance care planning.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of advance care planning	1.1	Describe the difference between a care or support plan and an Advance Care Plan			
		1.2	Explain the purpose of advance care planning			
		1.3	Identify the national, local and organisational agreed ways of working for advance care planning			
		1.4	Explain the legal position of an Advance Care Plan			
		1.5	Explain what is involved in an 'Advance Decision to Refuse Treatment'			
		1.6	Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the process of advance care planning	2.1	Explain when advance care planning may be introduced			
		2.2	Outline who might be involved in the advance care planning process			
		2.3	Describe the type of information an individual may need to enable them to make informed decisions			
		2.4	Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning			
		2.5	Explain how the individual's capacity to discuss advance care planning may influence their role in the process			
		2.6	Explain the meaning of informed consent			
		2.7	Explain own role in the advance care planning process			
		2.8	Identify how an Advance Care Plan can change over time			
		2.9	Outline the principles of record keeping in advance care planning			
		2.10	Describe circumstances when you can share details of the Advance Care Plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the person centred approach to advance care planning	3.1	Describe the factors that an individual might consider when planning their Advance Care Plan			
		3.2	Explain the importance of respecting the values and beliefs that impact on the choices of the individual			
		3.3	Identify how the needs of others may need to be taken into account when planning advance care			
		3.4	Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning			
		3.5	Explain how individual's care or support plan may be affected by an Advance Care Plan			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 114: Provide Support for Journeys

Unit reference number: A/601/8025

Level: 2

Credit value: 2

Guided learning hours: 17

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to consider when planning support for journeys.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand factors to consider when planning support for journeys	1.1	Describe different aspects and factors to consider when planning a journey			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 115: Supporting Individuals with Loss and Grief Before Death

Unit reference number: D/503/8645

Level: 3

Credit value: 2

Guided learning hours: 15

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals and others through their experience of loss and grief before death.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of loss and grief on individuals approaching end of life and others	1.1	Describe what is meant by loss and grief before reaching end of life			
		1.2	Explain how the experience of loss and grief is unique to individuals and others			
		1.3	Describe stages of loss and grief commonly experienced by individuals with a life-limiting illness			
		1.4	Describe the effects of loss and grief on individuals and others			
2	Be able to support individuals and others through their experience of loss and grief	2.1	Support individuals and others to identify the losses they may experience			
		2.2	According to their preferences and wishes support individuals and others to communicate the losses they may experience			
		2.3	Support the individual and others through each stage of grief they experience			
		2.4	Support individuals and others experiencing loss and grief to access support services			
3	Be able to manage own feelings in relation to loss and grief	3.1	Describe how own feelings about loss and grief can impact on the support provided			
		3.2	Use support systems to manage own feelings brought on by loss and grief			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 116: Support Individuals to be Part of a Community

Unit reference number: D/504/2226

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the social inclusion of individuals in communities.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how communities can support social inclusion	1.1	Analyse the concepts of: ● Social inclusion ● Social exclusion ● Community			
		1.2	Explain the benefits of social inclusion for: ● Individuals ● Communities			
		1.3	Explain the consequences of social exclusion for: ● Individuals ● Communities			
		1.4	Analyse how key legislation can promote social inclusion and reduce social exclusion in the community			
		1.5	Evaluate a range of ways to address barriers to social inclusion that exist in the community			
		1.6	Explain how different roles can support social inclusion			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to support the social inclusion of individuals in communities	2.1	Establish links with a range of community resources			
		2.2	Use active participation to support social inclusion of individuals			
		2.3	Use a range of activities to support an individual to have a positive role and sense of identity in the community			
		2.4	Support an individual to develop a positive self image and sense of identity in the community			
3	Be able to evaluate the participation of individuals in communities	3.1	Work with an individual to review their participation in a range of activities in the community			
		3.2	Work with an individual to build on activities of interest that will promote social inclusion			
		3.3	Evaluate own role in supporting an individual to participate in the community			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 117: Understand the Factors Affecting Older People

Unit reference number: D/504/2243

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to understand the factors affecting older people.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of the ageing process on older people	1.1	Describe changes that may come with ageing			
		1.2	Explain how the experience of the ageing process is unique to each individual			
		1.3	Analyse the potential impact of factors associated with ageing on older people to include ● Physical ● Emotional ● Social ● Cognitive ● Environmental ● Financial/Economic			
		1.4	Describe how a positive approach to ageing can contribute to the health and wellbeing of an individual			
2	Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people			
		2.2	Explain what is meant by age discrimination			
		2.3	Explain how societal attitudes and beliefs impact on older people			
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of using person centred approaches with older people	3.1	Describe how the effects of ageing can affect the day to day life of older people			
		3.2	Describe ways of using a person centred approach to support older people to maintain health and wellbeing in day to day life			
		3.3	Explain the importance of social inclusion for older people			
		3.4	Outline barriers to social inclusion for older people			
		3.5	Describe ways of using a person centred approach to enable older people to make positive contributions to their community			
4	Understand the importance of independence for older people	4.1	Explain how independence can contribute to the wellbeing of older people			
		4.2	Describe how to support older people to maintain independence			
		4.3	Describe how older people can be in control of decision making about their care and support needs			
		4.4	Explain how to encourage older people to take positive risks			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 118: Stroke Awareness

Unit reference number:	**F/503/7150**
Level:	**2**
Credit value:	**3**
Guided learning hours:	**28**

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to be stroke aware.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know what a stroke is	1.1	Identify the changes in the brain associated with stroke			
		1.2	Outline other conditions that may be mistaken for stroke			
		1.3	Define the differences between stroke and Transient Ischaemic Attack (TIA)			
2	Know how to recognise stroke	2.1	List the signs and symptoms of stroke			
		2.2	Identify the key stages of stroke			
		2.3	Identify the assessment tests that are available to enable listing of the signs and symptoms			
		2.4	Describe the potential changes that an individual may experience as a result of stroke			
3	Understand the management of risk factors for stroke	3.1	State the prevalence of stroke in the UK			
		3.2	Identify the common risk factors for stroke			
		3.3	Describe how risk factors may vary in different settings			
		3.4	Define the steps that can be taken to reduce the risk of stroke and subsequent stroke			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the importance of emergency response and treatment for stroke	4.1	Describe why stroke is a medical emergency			
		4.2	Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working			
		4.3	Identify the impact on the individual of the key stages of stroke			
		4.4	Identify the correct early positioning for airway management			
		4.5	Identify the information that needs to be included in reporting relevant and accurate history of the incident			
5	Understand the management of stroke	5.1	Describe why effective stroke care is important to the management of stroke			
		5.2	Identify support available to individuals and others affected by stroke			
		5.3	Identify other agencies or resources to signpost individual or others for additional support and guidance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 119: Support Individuals During the Last Days of Life

Unit reference number: F/503/8685

Level: 4

Credit value: 5

Guided learning hours: 33

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to respond to changing needs of an individual during the last days of life	4.1	Explain the importance of following the individual's advance care plan in the last days of life			
		4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working			
		4.3	Support the individual when their condition changes according to agreed ways of working			
5	Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1	Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working			
		5.2	Provide care for the individual after death according to national guidelines, local policies and procedures			
		5.3	Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care			
		5.4	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person			
		5.5	Explain ways to support others immediately following the death of the individual			
6	Be able to manage own feelings in relation to an individual's dying or death	6.1	Identify ways to manage own feelings in relation to an individual's death			
		6.2	Use support systems to manage own feelings in relation to an individual's death			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 120: End of Life and Dementia Care

Unit reference number: **F/503/8704**

Level: **3**

Credit value: **2**

Guided learning hours: **20**

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to understand considerations for individuals with dementia at end of life.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand considerations for individuals with dementia at end of life	1.1	Outline in what ways dementia can be a terminal illness			
		1.2	Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia			
		1.3	Explain why it is important that end of life care for an individual with dementia must be person-centred			
		1.4	Explain why individuals with dementia need to be supported to make advance care plans as early as possible			
2	Understand how to support individuals with dementia affected by pain and distress at end of life	2.1	Explain why pain in individuals with dementia is often poorly recognised and undertreated			
		2.2	Describe ways to assess whether an individual with dementia is in pain or distress			
		2.3	Describe ways to support individuals with dementia to manage their pain and distress at end of life using ● Medication ● Non medication techniques			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support carers of individuals with dementia at end of life	3.1	Explain why carers may experience guilt and stress at the end of life of an individual with dementia			
		3.2	Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia			
		3.3	Describe how others caring for individuals with dementia may experience loss and grief			
		3.4	Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life			
		3.5	Give examples of how to support carers and others to support an individual with dementia in the final stages of their life			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 121: Contribute to Effective Team Working in Health and Social Care or Children and Young People's Settings

Unit reference number: H/504/2194

Level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to effective team working in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand theories of teams and team working	1.1	Outline models of team working			
		1.2	Explain the process of team development			
		1.3	Analyse how shared goals can lead to team cohesion			
2	Understand the principles that underpin effective teamwork	2.1	Explain why teams need: ● Clear objectives ● Clearly defined roles and responsibilities ● Trust and accountability ● Confidentiality ● Effective communication ● Conflict resolution			
		2.2	Explain why mutual respect and support promotes effective teamwork			
		2.3	Explain how the values of own organisation influences the working of your team			
		2.4	Explain how teams manage change			
		2.5	Explain the benefits of effective team performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work as part of a team	3.1	Identify own role and responsibility in the team			
		3.2	Fulfil own responsibilities within the team			
		3.3	Communicate effectively with team members			
		3.4	Involve other team members in decision making			
		3.5	Seek support and advice from others			
		3.6	Offer support to other team members			
		3.7	Explain lines of reporting and responsibility in the team			
		3.8	Analyse the strengths and contributions of other team members to the work of the team			
4	Be able to support individual team members	4.1	Provide encouragement and support to individual team members within their roles			
		4.2	Provide constructive feedback on performance to individual team members			
5	Be able to review the work of the team	5.1	Reflect on own performance in working as part of a team			
		5.2	Review team performance in achieving or working towards goals			
		5.3	Contribute to the development of continuous improvement within the work of the team			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 122: Understand How to Support Individuals During the Last Days of Life

Unit reference number: J/503/8137

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to understand how to support individuals during the last days of life.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand common features of support during the last days of life	1.1	Describe the common signs of approaching death			
		1.2	Define the circumstances when life-prolonging treatment can be stopped or withheld			
		1.3	Analyse the importance of any advance care plan in the last days of life			
		1.4	Identify the signs that death has occurred			
2	Understand the impact of the last days of life on the individual and others	2.1	Describe the possible psychological aspects of the dying phase for the individual and others			
		2.2	Explain the impact of the last days of life on the relationships between individuals and others			
		2.3	Outline possible changing needs of the individual during the last days of life			
3	Know how to support individuals and others during the last days of life	3.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life			
		3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life			
		3.3	Describe how to use an integrated care pathway according to agreed ways of working			
		3.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the actions to be taken following an individual's death	4.1	Explain national guidelines, local policies and procedures relating to care after death			
		4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care			
		4.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death			
		4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person			
		4.5	Describe ways to support others immediately following the death of a close relative or friend			
5	Know how to manage own feelings in relation to an individual's dying or death	5.1	Define possible impact of an individual's death on own feelings			
		5.2	Identify available support systems to manage own feelings in relation to an individual's death			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 123: Understanding and Enabling Assisting and Moving Individuals

Unit reference number: K/502/7583

Level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to enabling assisting and moving individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the impact of assisting and moving for workers and individuals	2.1	Describe the basic anatomy of the human body affected by assisting and moving			
		2.2	Describe a range of aids and equipment that is available for assisting and moving individuals			
		2.3	Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques			
		2.4	Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques			
		2.5	Describe the potential legal consequences of injuries to the individual			
3	Understand the role of workers and others in relation to assisting and moving	3.1	Describe responsibilities of worker's own role in relation to assisting and moving individuals			
		3.2	Identify limitations of worker's own role in relation to assisting and moving individuals			
		3.3	Describe the role of others in relation to assisting and moving			
		3.4	Describe when advice and/or assistance should be sought to assist or move an individual safely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 and how this may impact on the care and support plan of an individual			
		7.2	Describe how changes should be reported and recorded			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 124: Support Individuals Who are Distressed

Unit reference number: L/601/8143

Level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals who are distressed.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Additional information

Causes of distress may be:

- internal to the individual
- related to support needs
- related to support provision
- related to loss
- related to change

Individual an individual is someone requiring care or support

Others may include:

- family
- friends
- advocates
- line manager
- other professionals
- others who are important to the individual's wellbeing

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand causes and effects of distress	1.1	Identify common causes of distress			
		1.2	Describe signs that may indicate an individual is distressed			
		1.3	Explain how distress may affect the way an individual communicates			
		1.4	Explain how working with an individual who is distressed may impact on own well being			
2	Be able to prepare to support individuals who are experiencing distress	2.1	Access information and advice about supporting an individual through a time of distress			
		2.2	Establish signs of distress that would indicate the need for specialist intervention			
		2.3	Describe how to access specialist intervention			
		2.4	Identify sources of support to manage own feelings when working with an individual who is distressed			
3	Be able to support individuals through periods of distress	3.1	Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs			
		3.2	Demonstrate ways to alleviate immediate distress			
		3.3	Adapt support in response to the individual's reactions			
		3.4	Demonstrate how to involve others in supporting an individual who is distressed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to reduce distress	4.1	Encourage the individual to express thoughts and feelings about troubling aspects of their life			
		4.2	Work with the individual and others to identify triggers for distress			
		4.3	Work with an individual and others to reduce triggers or alleviate causes of distress			
		4.4	Encourage the individual to review their usual ways of coping with distress			
5	Be able to record and report on an individual's distress	5.1	Maintain records relating to the individual's distress and the support provided			
		5.2	Report on periods of distress in line with agreed ways of working			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 125: Support the Spiritual Wellbeing of Individuals

Unit reference number: M/503/8133

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual wellbeing of individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of spirituality for individuals	1.1	Outline different ways in which spirituality can be defined			
		1.2	Define the difference between spirituality and religion			
		1.3	Describe different aspects of spirituality			
		1.4	Explain how spirituality is an individual experience			
		1.5	Explain how spirituality defines an individual's identity			
		1.6	Outline the links between spirituality, faith and religion			
		1.7	Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion			
2	Be able to assess the spiritual needs of an individual	2.1	Support the individual to identify their spiritual needs and how and by whom these can be addressed			
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience			
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1	Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing			
		3.2	Identify how the values and beliefs of others may impact on the individual			
		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others			
4	Be able to support individuals' spiritual wellbeing	4.1	Access resources and information to support the individual's spiritual wellbeing			
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing			
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing			
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing			
		4.5	Access any additional expertise required to meet the individual's spiritual needs			
		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 126: Support Individuals with Autistic Spectrum Conditions

Unit reference number: M/504/2196

Level: 3

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals with autistic spectrum conditions.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legislative frameworks that relate to individuals with autistic spectrum conditions	1.1	Outline the legislative frameworks that relate to an individual with autistic spectrum condition			
		1.2	Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition			
2	Understand the main characteristics of autistic spectrum conditions	2.1	Outline a range of theories on autistic spectrum condition			
		2.2	Explain the characteristics of autistic spectrum conditions			
		2.3	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition			
		2.4	Describe other conditions that may be associated with the autistic spectrum			
		2.5	Describe how language and intellectual abilities vary across the autistic spectrum			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals with autistic spectrum conditions	3.1	Describe an individual's experience of the autistic spectrum condition and it's characteristics			
		3.2	Support an individual to understand the impact of their autistic condition on themselves and others			
		3.3	Encourage an individual to recognise the strengths of their characteristics			
		3.4	Support an individual with an autistic spectrum condition to develop their personal skills			
		3.5	Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition			
4	Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication	4.1	Identify specific methods of communication for an individual			
		4.2	Use specific methods of communication to support interactions with an individual			
		4.3	Ascertain patterns of behaviour associated with an individual's autistic spectrum condition			
		4.4	Support an individual in ways that recognise the significance and meaning of their behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support individuals with transitions and change	5.1	Support an individual with autistic spectrum condition to make transitions			
		5.2	Work with an individual and other to recognise routines that are important to the individual			
		5.3	Support an individual during changes to their routines			
		5.4	Enable an individual to use routines to make sense and order of their daily life			
		5.5	Recognise how to make adaptations to the physical sensory environment to: • Reduce sensory overload • Increase sensory simulation			
		5.6	Work with an individual and others to develop strategies that help them manage their physical and sensory environment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 127: Develop Professional Supervision Practice in Health and Social Care or Children and Young People's Work Settings

Unit reference number: M/602/3187

Level: 5

Credit value: 5

Guided learning hours: 39

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to develop professional supervision practice in health and social care or children and young people's work settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1	Analyse the principles, scope and purpose of professional supervision			
		1.2	Outline theories and models of professional supervision			
		1.3	Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision			
		1.4	Explain how findings from research, critical reviews and inquiries can be used within professional supervision			
		1.5	Explain how professional supervision can protect the: ● Individual ● Supervisor ● Supervisee			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1	Explain the performance management cycle			
		2.2	Analyse how professional supervision supports performance			
		2.3	Analyse how performance indicators can be used to measure practice			
3	Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1	Explain factors which result in a power imbalance in professional supervision			
		3.2	Explain how to address power imbalance in own supervision practice			
		3.3	Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process			
		3.4	Agree with supervisee the frequency and location of professional supervision			
		3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision			
		3.6	Agree with supervisee actions to be taken in preparation for professional supervision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide professional supervision in health and social care or children and young people's work settings	4.1	Support supervisees to reflect on their practice			
		4.2	Provide positive feedback about the achievements of the supervisee			
		4.3	Provide constructive feedback that can be used to improve performance			
		4.4	Support supervisees to identify their own development needs			
		4.5	Review and revise professional supervision targets to meet the identified objectives of the work setting			
		4.6	Support supervisees to explore different methods of addressing challenging situations			
		4.7	Record agreed supervision decisions			
5	Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1	Give examples from own practice of managing conflict situations within professional supervision			
		5.2	Reflect on own practice in managing conflict situations experienced during professional supervision process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	6.1	Gather feedback from supervisee/s on own approach to supervision process			
		6.2	Adapt approaches to own professional supervision in light of feedback from supervisees and others			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 128: Coordination of Activity Provision in Social Care

Unit reference number: R/502/7576

Level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to provide monitor suitable activity provision in Social Care

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the process of activity coordination	1.1	Explain the importance of aims and objectives when coordinating activity provision			
		1.2	Produce a plan for coordinated activity provision in a given setting			
		1.3	Describe reporting requirements for activity coordination			
2	Be able to involve others in activity provision	2.1	Explain the challenges others might experience in engaging in activity provision			
		2.2	Demonstrate ways in which others can be supported in contributing to activity provision			
		2.3	Analyse the effects of involving others in activity provision			
3	Be able to budget for activity provision	3.1	Produce a budget for coordinated activity provision in a given setting			
		3.2	Demonstrate delivery of an activity within a budget			
4	Be able to select venues for activities	4.1	Assess the suitability of different venues in terms of: ● Type of activity ● Client group ● Cost for a range of activity provision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to monitor and evaluate activity provision	5.1	Explain the purpose of monitoring and evaluating activity provision			
		5.2	Critically compare different methods of monitoring and evaluating activity provision			
		5.3	Carry out an evaluation of coordinated activity provision			
		5.4	Record and report on outcomes and any revisions in line with agreed ways of working			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 129: Supporting Infection Prevention and Control in Social Care

Unit reference number: R/504/2207

Level: 3

Credit value: 2

Guided learning hours: 18

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support infection prevention and control in social care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how infection prevention and control policies and guidelines can be applied within different settings	1.1	Explain how infection prevention policies and guidelines can be applied in own work setting			
		1.2	Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings			
2	Be able to support infection prevention and control practices in the work setting	2.1	Minimise risk of infection to self and others in the work setting			
		2.2	Support individuals to take steps to minimise spread of infection			
		2.3	Carry out hand hygiene following work setting policies and guidelines			
		2.4	Support others to understand their responsibilities for infection prevention and control in the work setting			
		2.5	Provide guidance to others about infection prevention and control practices in work setting			
		2.6	Explain the functions of external bodies in supporting infection prevention and control in the work setting			
		2.7	Maintain own understanding of information to support effective infection prevention and control practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to minimise the risk and spread of infection when using equipment	3.1	Ensure equipment is stored and maintained in ways that minimise the spread of infection			
		3.2	Use agreed cleaning schedules for equipment in own work setting			
		3.3	Explain why particular devices need special handling to minimise the spread of infection			
4	Understand how to respond to outbreaks of infection in the work setting	4.1	Explain how to work with others to identity infection outbreaks in own work setting			
		4.2	Explain how to work with others to implement policies and procedures following an infection outbreak			
		4.3	Describe how to provide information about outbreaks of infection in accessible formats to individuals and others			
		4.4	Describe ways to ensure that care for the individual is provided in the most appropriate place			
		4.5	Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents			
5	Be able to follow correct recording and reporting procedures regarding infection prevention and control	5.1	Describe the process for sharing information about infections and suspected infections within own work setting			
		5.2	Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting			
		5.3	Complete records for infection prevention and control in line with policies and guidelines			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 130: Support People Who are Providing Homes to Individuals

Unit reference number: R/504/2224

Level: 4

Credit value: 6

Guided learning hours: 40

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support people who are providing homes to individuals.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to carry out assessments for the approval of adult placement/ shared lives carers	1.1	Provide information to carer(s) on the criteria against which they will be assessed			
		1.2	Work with carer(s) to clarify their role and responsibilities			
		1.3	Carry out the initial assessment of carer(s) against agreed criteria			
		1.4	Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks			
		1.5	Agree the content of the assessment report with carer(s)			
		1.6	Present the assessment for approval of carer(s) in line with work setting requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to support adult placement/ shared lives carers to prepare for providing a home to an individual	2.1	Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual			
		2.2	Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual			
		2.3	Work with carer(s) to identify learning needs related to providing a home to an individual			
		2.4	Support carer(s) to meet their learning needs			
		2.5	Support carer(s) to reflect on how they can make an individual feel welcome in their home			
		2.6	Support carer(s) to develop 'house rules'			
		2.7	Support carer(s) to prepare their families and networks for the inclusion of an individual			
3	Be able to carry out the matching process between adult placement/ shared lives carers and individuals	3.1	Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)			
		3.2	Provide information to an individual and matched carer(s) prior to introductions			
		3.3	Facilitate introduction meetings between an individual and potential carer(s)			
		3.4	Work with an individual, potential carer(s) and others to evaluate the introduction sessions			
		3.5	Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and review placements of individuals	4.1	Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements			
		4.2	Complete reports from placement visits in line with work setting requirements			
		4.3	Provide ongoing advice and guidance to carer(s) about the support of an individual			
		4.4	Carry out periodic reviews of carer(s) in line with work setting requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 131: Understand the Effects of Ageing in Activity Provision

Unit reference number: T/502/7599

Level: 3

Credit value: 2

Guided learning hours: 17

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to understand the effects of ageing in activity provision.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effects of human ageing	1.1	Describe the physiological disorders associated with ageing			
		1.2	Describe the psychological effects of ageing			
		1.3	Describe mental health disorders associated with ageing			
		1.4	Describe the influence of culture on perceptions of ageing			
2	Understand the impact of age-related changes and activity	2.1	Explain how the age-related changes can impact on an individual's engagement in activity			
		2.2	Explain how engagement in activity can affect wellbeing in relation to ageing			
		2.3	Explain ways in which an activity provider can address the challenges associated with age-related changes to engagement in activity			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 132: Promote Nutrition and Hydration in Health and Social Care Settings

Unit reference number: T/503/2575

Level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote nutrition and hydration in health and social care settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what makes up a balanced diet	1.1	Define the main food groups			
		1.2	Identify sources of essential nutrients			
		1.3	Explain the role of essential nutrients for health			
		1.4	Evaluate the impact of poor diet on health and wellbeing			
		1.5	Explain what adaptations to a balanced diet may be required for different groups			
2	Understand nutritional guidelines	2.1	Summarise current national nutritional guidelines for a balanced diet			
		2.2	Explain how to access additional support and information relating to nutrition and hydration			
3	Be able to promote nutrition in health and social care settings	3.1	Explain the importance of a balanced diet			
		3.2	Demonstrate how to plan an appropriate balanced diet with an individual			
		3.3	Demonstrate how to promote an appropriate balanced diet with an individual			
		3.4	Evaluate the effectiveness of different ways of promoting healthy eating			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to promote hydration in health and social care settings	4.1	Explain the importance of hydration			
		4.2	Describe signs of dehydration			
		4.3	Demonstrate ways to support and promote hydration with individuals			
		4.4	Evaluate the effectiveness of different ways of supporting and promoting hydration			
5	Understand how to prevent malnutrition in health and social care settings	5.1	Describe the factors that may affect nutritional intake			
		5.2	Describe the risk factors that may lead to malnutrition			
		5.3	Describe the signs of malnutrition			
		5.4	Explain ways of ensuring foods and drinks have increased nutritional density through fortification			
		5.5	Describe the appropriate use of nutritional supplements			
6	Be able to carry out nutritional screening in health and social care settings	6.1	Describe the purpose of nutritional screening			
		6.2	Carry out nutritional screening			
		6.3	Implement the actions identified by nutritional screening			
		6.4	Monitor, record and review the actions taken following nutritional screening			
7	Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings	7.1	Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals			
		7.2	Explain ways in which nutrition and hydration can be monitored			
		7.3	Monitor and record nutrition and hydration of an individual in accordance with their plan of care			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand factors that affect special dietary requirements in health and social care settings	8.1	Describe factors that may promote healthy eating in different groups			
		8.2	Describe factors that may create barriers to healthy eating for different groups			
		8.3	Explain why individuals may have special dietary requirements			
		8.4	Explain why it is important for individuals with special dietary requirements to follow special diets			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 133: Support individuals to stay safe from harm or abuse

Unit reference number: T/504/2202

Level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to stay safe from harm or abuse.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how legislative frameworks support the safeguarding of individuals	1.1	Outline legislation and national policies that relate to the safeguarding of individuals			
		1.2	Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks			
2	Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse	2.1	Identify the factors that make an individual vulnerable to harm or abuse			
		2.2	Work with an individual and key people to identify actions, behaviours and situations that may lead to harm or abuse to the individual			
		2.3	Describe the common features of perpetrator behaviour			
		2.4	Support an individual to gain understanding of when the behaviour of others may be unacceptable			
		2.5	Support an individual to gain understanding of the risks associated with the use of electronic communications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to gain understanding about how to stay safe	3.1	Support an individual to gain understanding about their right to stay safe			
		3.2	Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe			
		3.3	Work with an individual to balance their rights, responsibilities and risks			
		3.4	Explain how to challenge behaviours or actions that may lead to harm or abuse			

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

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 134: Assess the Needs of Carers and Families

Unit reference number: **T/504/2216**

Level: **3**

Credit value: **4**

Guided learning hours: **28**

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to assess the needs of carers and families.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assess the needs of families and carers	3.1	Support families and carers to identify the support they need to meet the needs of an individual			
		3.2	Identify with families and carers the areas of care which they want to retain			
		3.3	Support families and carers to identify their wishes and needs for their own well-being			
		3.4	Gather additional information from agreed others			
		3.5	Share the record of assessment with families and carers			
4	Be able to identify a plan to support families and carers	4.1	Support families, carers and others to identify resources to address needs and wishes			
		4.2	Support families, carers and others to develop a plan of action to access resources			
		4.3	Support families, carers and others to implement the plan of action			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 135: Manage Induction in Health and Social Care or Children and Young People's Settings

Unit reference number: T/602/2574

Level: 4

Credit value: 3

Guided learning hours: 21

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage the induction process in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose of induction for health and social care or children and young people's settings	1.1	Explain why induction is important for practitioners, individuals and organisations			
		1.2	Identify information and support materials that are available to promote effective induction			
		1.3	Explain the link between induction processes, qualifications and progression routes in the sector			
		1.4	Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting			
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting			
2	Be able to manage the induction process in health, social care and children and young people's work settings	2.1	Explain the factors that influence induction processes for practitioners			
		2.2	Develop an induction programme in agreement with others			
		2.3	Manage the induction process for practitioners			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the implementation of induction processes in health, social care and children and young people's work settings	3.1	Identify different methods that can be used to support the induction process for practitioners			
		3.2	Support others involved in the induction of practitioners			
		3.3	Obtain feedback from others on practitioners achievement of identified induction requirements			
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements			
		3.5	Provide feedback to practitioners on achievement of induction requirements			
		3.6	Support personal development planning for a practitioner on completion of induction			
4	Be able to evaluate the induction process in health and social care or children and young people's settings	4.1	Explain the importance of continuous organisational improvement in the provision of induction			
		4.2	Obtain feedback on the induction process from practitioners			
		4.3	Obtain feedback on the induction process from others in the work setting			
		4.4	Use feedback to identify areas for improvement within the induction process			
5	Be able to implement improvements to the induction process in health and social care or children and young people's settings	5.1	Work with others to identify improvements within the induction process			
		5.2	Work with others to implement changes required to address areas for improvement within the induction process			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 136: Managing Symptoms in End of Life Care

Unit reference number: Y/503/8644

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effects of symptoms in relation to end of life care	1.1	Identify a range of conditions where you might provide end of life care			
		1.2	Identify common symptoms associated with end of life care			
		1.3	Explain how symptoms can cause an individual distress and discomfort			
		1.4	Evaluate the significance of the individual's own perception of their symptoms			
2	Be able to manage symptoms of end of life care	2.1	Demonstrate a range of techniques to provide symptom relief			
		2.2	Describe own role in supporting therapeutic options used in symptom relief			
		2.3	Respond to an individual's culture and beliefs in managing their symptoms			
		2.4	Actively support the comfort and wellbeing in end of life care			
		2.5	Recognise symptoms that identify the last few days of life may be approaching			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to manage symptoms of pain	3.1	Identify signs that may indicate that an individual is experiencing pain			
		3.2	Describe factors that can influence an individual's perception of pain			
		3.3	Describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment			
		3.4	Explain how to maintain regular pain relief			
4	Be able to integrate symptom management in the care management process	4.1	Explain how symptom management is an important part of the care planning process			
		4.2	Regularly monitor symptoms associated with end of life care			
		4.3	Report changes in symptoms according to policies and procedures in own work setting			
		4.4	Support the implementation of changes in the care plan			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 137: Understand How to Provide Support When working in End of Life Care

Unit reference number: Y/503/8689

Level: 3

Credit value: 4

Guided learning hours: 33

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to provide support when working in end of life care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support those involved in end of life care situations	4.1	Describe possible emotional effects on staff working in end of life care situations			
		4.2	Evaluate possible sources of support for staff in end of life situations			
		4.3	Identify areas in group care situations where others may need support in end of life care situations			
		4.4	Outline sources of emotional support for others in end of life care situations			
5	Understand how symptoms might be identified in end of life care	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself			
		5.2	Describe how symptoms can cause an individual and others distress and discomfort			
		5.3	Describe signs of approaching death			
		5.4	Identify different techniques for relieving symptoms			
6	Understand advance care planning	6.1	Explain the difference between a care or support plan and an advance care plan			
		6.2	Identify where to find additional information about advance care planning			
		6.3	Describe own role in advance care planning			
		6.4	Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 138: Facilitate the Development of Effective Group Practice in Health and Social Care or Children and Young People's Settings

Unit reference number: Y/602/2339

Level: 5

Credit value: 6

Guided learning hours: 42

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to facilitate the development of effective group practice in health and social care or children and young people's settings.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how groups develop and function in health and social care or children and young people's work settings	1.1	Analyse the impact of theories and models on group work practice			
		1.2	Explain how to form and maintain a cohesive and effective group			
		1.3	Explain how different facilitation styles may influence ● Group dynamics ● Lifecycle of the group ● Group outcomes ● Development of roles within the group			
		1.4	Explain why it is important to be clear about the purpose and desired outcomes for the group			
		1.5	Analyse the importance of participant engagement in achieving group outcomes			
2	Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1	Evaluate methods that may be utilised in facilitating groups			
		2.2	Prepare an environment that is conducive to the functioning of the group			
		2.3	Work with a group/s to agree acceptable group and individual behaviour			
		2.4	Work with a group to negotiate and agree tasks, desired outcomes and ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to facilitate a group in health and social care or children and young people's work settings	3.1	Use a range of methods to accommodate different learning styles within the group			
		3.2	Provide a group experience where participants are engaged and stimulated			
		3.3	Intervene effectively in a group session to improve the learning process			
4	Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1	Demonstrate inclusive practice when facilitating groups			
		4.2	Support consensus and manage conflict within a group			
		4.3	Explain how to challenge excluding or discriminatory behaviour			
		4.4	Demonstrate how to manage diverse group behaviours			
		4.5	Explain when to refer issues and areas of concern			
5	Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1	Work with a group to agree monitoring and review processes			
		5 2	Implement systems and processes to monitor and review the progress of a group			
		5.3	Assess the effectiveness of a group in relation to identified outcomes			
		5.4	Reflect on strengths and areas for development in own practice of facilitating groups			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**

- BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.edexcel.com/about-wbl/Pages/Contact-us.aspx**

- books, software and online resources for UK schools and colleges: **www.pearsonschoolsandfecolleges.co.uk**

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: www.edexcel.com/quals/NVQ-competence-based-qcf/PagesPearson Edexcel L3 Dip HSC (Adults) for England and Pearson Edexcel L3 Dip HSC (Adults) for Wales and NI.docx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website, www.edexcel.com

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: www.edexcel.com/contactus

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: www.pearsonwbl.edexcel.com/Our-support

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: www.pearsonwbl.edexcel.com/Our-support

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Skills for Care Assessment requirements/strategy

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 an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2   This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3   These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4   Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

2 Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge-evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

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

2.4 Simulation may be utilised only as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

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

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

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

3 Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

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 competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality-assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5   Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based

- be occupationally competent in their area of expertise.

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe B: Skills for Justice Assessment requirements/strategy

This assessment strategy for Skills for Justice will apply to the following unit:

Unit 46: Develop and Sustain Effective Working Relationships with Staff in Other Agencies (R/601/3526)

Background

Skills for Justice is the sector skills council for employers, employees and volunteers in the Criminal Justice and Community Safety sectors throughout the United Kingdom. This includes:

- Custodial Care including the public and private sector establishments
- Community Justice
- Courts and Tribunals Services
- Forensic Science
- Fire and Rescue Sector
- Legal Services
- Prosecution Services
- Police Forces
- Law Enforcement Agencies including SOCA, HMRC, UK Border Agency
- Youth Justice

This assessment strategy applies to all the areas above, with the exception of the Police Service, who have a separate assessment strategy that is specific to policing.

Introduction

This document sets out the specifications of Skills for Justice for the assessment and quality assurance for competence-based qualifications on the QCF, CQFW and SCQF that sit within the Skills for Justice footprint.

The following sections outline Skills for Justice's specific principles in regard to:

1. external quality control of assessment

2. workplace assessment

3. the use and characteristics of simulation

4. the required occupational expertise of assessors and verifiers

5. liaison between the SSC and the Awarding Organisations

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualifications as required by the regulators, for example Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with Awarding Organisations in order to deliver quality assessment and will be happy to provide them with appropriate support in implementing its requirements.

This Assessment Strategy is applicable to competency-based qualifications within the Justice/Community Safety sector. For qualifications other than S/NVQs, there is no requirement for assessors or those carrying out internal quality assurance activities to achieve the qualifications as specified and approved by the regulators.

However, they must have been trained to the same criteria and level of what would be the appropriate qualification. For qualifications that use SVQ or NVQ in the title, Skills for Justice is working in compliance with the 'Additional Requirements for Qualifications that use the title NVQ within the QCF', which is an agreement between the Alliance of Sector Skills Councils, the Joint Council for Qualifications and the Federation of Awarding Bodies (see Appendix 1), therefore, assessors and those carrying out internal quality assurance must be qualified or working towards the appropriate qualification. Whilst this document specifically relates to the QCF, the same principles can be applied in Scotland.

1. External Quality Assurance – A rigorous and robust system of **Internal and External Verification**

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external quality assurance process. The mechanisms required to achieve this are outlined by the regulators.

In addition to the Regulators' requirements Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the Awarding Organisation and any risks relating to quality control to be addressed.

External quality assurance, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

2. Workplace Assessment

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) is always to be preferred.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit. Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

In order to ensure that the evidence used to assess candidates is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

3. Simulation

Assessment in a simulated environment should only be used in the following circumstances:

- where evidence in the workplace will not be demonstrated within an acceptable time frame

- where the nature of the work activity presents high risk/danger to the candidate and others, for example, personal safety

The Awarding Organisations should issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more nor less than they would be in a real work situation. This guidance should clearly state that the strategy for simulations. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

ALL SIMULATIONS SHOULD FOLLOW THESE BASIC PRINCIPLES:

- A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance

- The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies the may come across

- Where simulations are used they must reflect the requirements of the qualification units

- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be checked by the Awarding Organisations representative responsible for external quality assurance

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans

- There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced

4. Requirements of Assessors, Expert Witnesses and Verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses and those responsible for external/internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses and those responsible for quality assurance are of paramount importance. Centres must ensure that staff whose role is assessment or quality assurance are given sufficient time to carry out their role effectively.

Assessors

All assessors must:

1. be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice/Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors

2. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager

3. be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work

4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

5. Assessors who are assessing S/NVQs should hold or be working towards the appropriate assessor qualification as approved, and specified by the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities

   For qualifications other than S/NVQs, the assessor should be trained to the requirements of the appropriate assessor qualification. However, the decision on whether the assessor goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation

6. Approved centres will be required to provide the Awarding Organisation with current evidence of how each assessor meets these requirements; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing S/NVQs, Awarding Organisations must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing S/NVQs. The assessor holding the qualification for assessing S/NVQs must meet the criteria laid out in points 1 and 2 above

   Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use assessors who are not occupationally competent for up to 18 months from introduction of the qualification

   Any such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process

Expert Witnesses

All Expert Witnesses must:

1. be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector

2. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

   These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

3. be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager

4. be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work

5. have had an appropriate induction to the Justice/Community Safety qualifications, the assessment centre and Awarding Organisation requirements, and have access to ongoing training and updating on current issues relevant to these qualifications or qualification units

Internal Quality Assurance

Those responsible for the internal quality assurance must:

1. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions

2. understand the content, structure and assessment requirements for the qualification they are verifying

3. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice/Community Safety sector. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

4. For S/NVQ's, those persons responsible for internal quality assurance should hold or be working towards the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities

   For qualifications other than S/NVQs, those responsible for internal quality assurance should be trained to the requirements of the appropriate qualification. However, the decision on whether the candidate goes on to achieve a qualification lies with the assessment centre and their Awarding Organisation

5. occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance

6. have an appropriate induction to Justice/Community Safety qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to the Awarding Organisation through its external verification process

7. Where those responsible for internal quality assurance are working towards the appropriate qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where the person responsible for internal quality assurance is working towards a qualification, Awarding Organisations must require that their quality assurance decisions are counter-signed by another person who holds the qualification for internally quality assurance of S/NVQs. The person holding the qualification for internal quality assurance of S/NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Organisation and be monitored through the external quality assurance process

External Quality Assurance

Those persons conducting external quality assurance must:

1. be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area

2. have a thorough understanding of the qualifications they will be quality assuring

3. have a detailed knowledge of the Awarding Organisation's systems and documentation

4. have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice

5. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector

   These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

6. hold, or be working towards, the appropriate qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities

7. have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Organisations

The Awarding Organisation may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

Annexe C: Personal, Learning and Thinking Skills mapping

All PLTS should be covered; however, the grid is for information only.

PLTS	Units	1 L3	2 L3	3 L3	4 L3	5 L3	6 L3	7 L3	8 L3	9 L3
Independent Enquirers										
1	identify questions to answer and problems to resolve	X			X	X	X	X		
2	plan and carry out research, appreciating the consequences of decisions							X		
3	explore issues, events or problems from different perspectives	X			X	X		X		
4	analyse and evaluate information, judging its relevance and value	X						X		
5	consider the influence of circumstances, beliefs and feelings on decisions and events	X				X		X		
6	support conclusions, using reasoned arguments and evidence				X			X		
Creative Thinkers										
1	generate ideas and explore possibilities	X	X					X		
2	ask questions to extend their thinking	X	X					X		
3	connect their own and others' ideas and experiences in inventive ways	X	X				X	X		
4	question their own and others' assumptions		X				X	X		
5	try out alternatives or new solutions and follow ideas through	X					X	X		
6	adapt ideas as circumstances change	X								
Reflective Learners										
1	assess themselves and others, identifying opportunities and achievements		X				X	X		
2	set goals with success criteria for their development and work		X							
3	review progress, acting on the outcomes	X	X				X	X		
4	invite feedback and deal positively with praise, setbacks and criticism		X					X		
5	evaluate experiences and learning to inform future progress	X	X					X		
6	communicate their learning in relevant ways for different audiences		X	X			X	X		
Team Workers										
1	collaborate with others to work towards common goals		X				X	X		X
2	reach agreements, managing discussions to achieve results	X	X				X	X		
3	adapt behaviour to suit different roles and situations, including leadership roles	X		X				X		X
4	show fairness and consideration to others		X	X			X	X		X
5	take responsibility, showing confidence in themselves and their contribution	X		X			X	X		X
6	provide constructive support and feedback to others		X	X			X	X		X

PLTS	Units	1 L2	2 L2	3 L2	4 L2	5 L2	6 L2	7 L2	8 L2	9 L2
Self-Managers										
1 seek out challenges or new responsibilities and show flexibility when priorities change		X								
2 work towards goals, showing initiative, commitment and perseverance								X		
3 organise time and resources, prioritising actions							X	X		
4 anticipate, take and manage risks		X								
5 deal with competing pressures, including personal and work-related demands		X					X	X		
6 respond positively to change, seeking advice and support when needed		X								
7 manage their emotions, and build and maintain relationships								X		
Effective Participators										
1 discuss issues of concern, seeking resolution where needed				X		X	X	X		X
2 present a persuasive case for action			X	X		X	X	X		
3 propose practical ways forward, breaking these down into manageable steps				X		X	X			
4 identify improvements that would benefit others as well as themselves				X			X	X		
5 try to influence others, negotiating and balancing diverse views to reach workable solutions				X		X	X	X		
6 act as an advocate for views and beliefs that may differ from their own				X				X		