

# **Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF)**

# **Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)**

Specification

**Competence-based qualifications**

First registration January 2011

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson Edexcel Competence-based qualifications</b>	<b>2</b>
What are Competence-based qualifications?	2
<b>2 Qualification summary and key information</b>	<b>3</b>
<b>3 Qualification rationale</b>	<b>6</b>
Qualifications objectives	6
Relationship with previous qualifications	7
Apprenticeships	7
Progression opportunities	7
Industry support and recognition	7
Relationship with National Occupational Standards	7
<b>4 Qualification structures</b>	<b>8</b>
Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) General Pathway	8
Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) Dementia Pathway	20
Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) Learning Disability Pathway	33
Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)	45
<b>5 Programme delivery</b>	<b>52</b>
Elements of good practice	52
Learner recruitment, preparation and support	52
Training and assessment delivery	53
Employer engagement	54
<b>6 Centre resource requirements</b>	<b>55</b>
<b>7 Access and recruitment</b>	<b>56</b>
Prior knowledge, skills and understanding	56
Access to qualifications for learners with disabilities or specific needs	56
<b>8 Assessment</b>	<b>57</b>
Language of assessment	57

Internal assessment	57
Assessment requirements/strategy	58
Types of evidence	59
Appeals	60
Dealing with malpractice	60
Reasonable adjustments to assessment	60
Special consideration	61
Credit transfer	61
<b>9 Centre recognition and approval</b>	<b>62</b>
Centre recognition	62
Approvals agreement	62
<b>10 Quality assurance of centres</b>	<b>63</b>
<b>11 Unit format</b>	<b>64</b>
Unit title	64
Unit reference number	64
QCF level	64
Credit value	64
Guided learning hours	64
Unit summary	64
Unit assessment requirements/evidence requirements	64
Learning outcomes	65
Assessment criteria	65
Unit 1: Introduction to Communication in Health, Social Care or Children's and Young People's Settings	66
Unit 2: Introduction to Personal Development in Health, Social Care or Children's and young People's Settings	71
Unit 3: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	76
Unit 4: Introduction to Duty of Care in Health, Social Care of Children's and Young People's Settings	81
Unit 5: Principles of Safeguarding and Protection in Health and Social Care	85
Unit 6: The Role of the Health and Social Care Worker	94
Unit 7: Implement Person-Centred Approaches in Health and Social Care	99
Unit 8: Contribute to Health and Safety in Health and Social Care	105

Unit 9:	Handle Information in Health and Social Care Settings	115
Unit 10:	Purpose and Principles of Independent Advocacy	119
Unit 11:	Understand Mental Wellbeing and Mental Health Promotion	123
Unit 12:	Understand Mental Health Problems	126
Unit 13:	Dementia Awareness	130
Unit 14:	The Person-Centres Approach to the Care and Support of Individuals with Dementia	135
Unit 15:	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	139
Unit 16:	Understand Equality, Diversity and Inclusion in Dementia Care	143
Unit 17:	Understand the Administration of Medication to Individuals with Dementia using a Person-Centres Approach	148
Unit 18:	Understand the Role of Communication and Interactions with Individuals who have Dementia	151
Unit 19:	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	156
Unit 20:	Introduction to Personalisation in Social Care	161
Unit 21:	The Principles of Infection Prevention and Control	164
Unit 22:	Causes and Spread of Infection	168
Unit 23:	Cleaning, Decontamination and Waste Management	171
Unit 24:	Understand the Context of Supporting Individuals with Learning Disabilities	174
Unit 25:	Principles of Positive Risk-Taking for Individuals with Disabilities	180
Unit 26:	Principles of Supporting an Individual to Maintain Personal Hygiene	187
Unit 27:	Principles of Supporting Individuals with a Learning Disability to Access Healthcare	191
Unit 28:	Introductory Awareness of Autistic Spectrum Conditions	197
Unit 29:	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	201
Unit 30:	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood	204
Unit 31:	Principles of Self-Directed Support	208
Unit 32:	Understand Physical Disability	212
Unit 33:	Understand the Impact of Acquired Brain Injury on Individuals	215
Unit 34:	Introductory Awareness of Sensory Loss	219
Unit 35:	Introductory Awareness of Models of Disability	222
Unit 36:	Understand How to Work in End of Life Care	225

Unit 37: Stroke Awareness	229
Unit 38: End of Life and Dementia Care	232
Unit 39: Understand How to Support Individuals During the Last Days of Life	236
Unit 40: Understanding and Enabling Assisting and Moving Individuals	240
Unit 41: Understand How to Support Individuals to be Part of a Community	247
Unit 42: Understand the Benefits of Engaging in Activities in Social Care	250
Unit 43: Understand the Effects of Ageing in Activity Provision	253
Unit 44: Administer Medication to Individuals and Monitor the Effects	255
Unit 45: Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia	262
Unit 46: Equality, Diversity and Inclusion in Dementia Care Practice	267
Unit 47: Understand and Enable Interaction and Communication with Individuals with Dementia	272
Unit 48: Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	276
Unit 49: Understand and Meet the Nutritional Requirements of Individuals with Dementia	282
Unit 50: Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk	286
Unit 51: Understand and Enable Interaction and Communication with Individuals who have Dementia	291
Unit 52: Equality, Diversity and Inclusion in Dementia Care Practice	295
Unit 53: Provide Support for Therapy Sessions	300
Unit 54: Provide Support for Mobility	304
Unit 55: Provide Support to Manage Pain and Discomfort	308
Unit 56: Contribute to Monitoring the Health of Individuals Affected by Health Conditions	311
Unit 57: Support Individuals to Carry out their Own Healthcare Procedures	315
Unit 58: Support Participation in Learning and Development Activities	319
Unit 59: Support Independence in the Tasks of Daily Living	324
Unit 60: Provide Support for Journeys	329
Unit 61: Provide Support for Leisure Activities	332
Unit 62: Support Individuals to Access and Use Information about Services and Facilities	335
Unit 63: Support Individuals Who are Distressed	338
Unit 64: Support Care Plan Activities	341
Unit 65: Support Individuals to Eat and Drink	344

Unit 66: Support Individuals to Meet Personal Care Needs	349
Unit 67: Support Individuals to Manage Continence	354
Unit 68: Provide Agreed Support for Foot Care	359
Unit 69: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	363
Unit 70: Contribute to the Care of a Deceased Person	368
Unit 71: Contribute to Supporting Group Care Activities	372
Unit 72: Undertake Agreed Pressure Area Care	376
Unit 73: Support Individuals Undergoing Healthcare Activities	380
Unit 74: Obtain and Test Capillary Blood Samples	384
Unit 75: Obtain and Test Specimens from Individuals	388
Unit 76: Move and Position Individuals in Accordance with their Plan of Care	392
Unit 77: Meet Food Safety Requirements when Providing Food and Drink for Individuals	397
Unit 78: Provide Support for Sleep	401
Unit 79: Contribute to Support of Positive Risk-Taking for Individuals	404
Unit 80: Support Individuals in their Relationship	409
Unit 81: Facilitate Person-Centred Assessment, Planning, Implementation and Review	414
Unit 82: Support Individuals to Live at Home	419
Unit 83: Support Individuals with Specific Communication Needs	424
Unit 84: Support Individuals who are Bereaved	428
Unit 85: Work in Partnership with Families to Support Individuals	432
Unit 86: Promote Positive Behaviour	436
Unit 87: Support Use of Medication in Social Care Settings	443
Unit 88: Support Individuals at the End of Life	448
Unit 89: Prepare Environments and Resources for Use During Healthcare Activities	454
Unit 90: Prepare for and Carry out Extended Feeding Techniques	458
Unit 91: Support Person-Centred Thinking and Planning	464
Unit 92: Provide Active Support	470
Unit 93: Support Individuals to Maintain Personal Hygiene	475
Unit 94: Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	479
Unit 95: Support Young People with a Disability to Make the Transition into Adulthood	484
Unit 96: Support Parents with Disabilities	489
Unit 97: Support Individuals with Self-Directed Support	493



Unit 98: Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	499
Unit 99: Support Families of Individuals with Acquired Brain Injury	503
Unit 100: Support Effective Communication with Individuals with a Sensory Loss	507
Unit 101: Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	510
Unit 102: Contribute to Supporting Individuals in the use of Assistive Technology	514
Unit 103: Support Individuals to Negotiate Environments	516
Unit 104: Understand Advance Care Planning	519
Unit 105: Supporting Individuals with Loss and Grief Before Death	523
Unit 106: Understand the Factors Affecting Older People	526
Unit 107: Support Individuals During the Last Days of Life	530
Unit 108: Contribute to the Support of Infection Prevention and Control in Social Care	534
Unit 109: Support the Spiritual Wellbeing of Individuals	538
Unit 110: Managing Symptoms in End of Life Care	542
Unit 111: Understand How to Provide Support When Working in End of Life Care	545
Unit 112: Working as Part of a Team in Health and Social Care of Children and Young People's Settings	549
<b>12 Further information and useful publications</b>	<b>552</b>
<b>13 Professional development and training</b>	<b>553</b>
<b>14 Contact us</b>	<b>555</b>
<b>Annexe A Assessment requirements/strategy</b>	<b>556</b>

# 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?

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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.

There are three sizes of Competence-based qualifications in the QCF

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF)
QCF Qualification Number (QN)	501/1699/X
Qualification framework	Qualifications and Credit Framework (QCF)
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	46
Assessment	Portfolio of Evidence (internal assessment)/practical demonstration
Guided learning hours	318-394
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 <i>Section 7, Access and Recruitment</i> )
Funding	Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.  Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.  Further information and guidance is available on the website <a href="http://www.gov.uk">www.gov.uk</a>

Qualification title	Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)
QCF Qualification Number (QN)	501/1809/2
Qualification framework	Qualifications and Credit Framework (QCF)
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	46
Assessment	Portfolio of Evidence (internal assessment)/practical demonstrations
Guided learning hours	328-394
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 <i>Section 7, Access and Recruitment</i> )
Funding	<p>Details on funding approval will be available in the future on the Learning Aims Reference Service (LARS) database, which replaces the Learning Aim Reference Application (LARA). In the interim, the LARS Lite database is available to check funding approval.</p> <p>Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval.</p> <p>Further information and guidance is available on the website <a href="http://www.gov.uk">www.gov.uk</a></p>

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF 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](http://www.edexcel.com)

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### 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 2 Diploma in Health and Social Care (Adults) for England (QCF) serves as the required qualification for registration and regulatory requirements in the health and social care sector in England. Learners have the opportunity to take a general qualification in health and social care, or they may follow specialist pathways in dementia care or learning disabilities.

The Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF) serves as 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, must achieve *Unit 34 Introductory Awareness of Sensory Loss*, in order to claim the Diploma. Learners in health settings in Wales are not required to achieve this unit.

#### Qualifications objectives

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The Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) 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 areas of Health and Social Care
- develop technical skills and knowledge and understanding related to the specified job roles in the Health and Social Care sector
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

The Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF) 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 areas of Health and Social Care
- develop technical skills and knowledge and understanding related to the specified job roles in the Health and Social Care sector
- have existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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These qualifications are a direct replacement for the Pearson Edexcel Level 2 NVQ in Health and Social Care, and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF), which have expired.

## **Apprenticeships**

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Skills for Care (SfC) include the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) as the competence component for the Intermediate Apprenticeship in Health and Social Care.

Skills for Care (SfC) include the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF) as the competence component for the Intermediate Apprenticeship in Health and Social Care.

## **Progression opportunities**

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Learners who achieve the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) can progress to the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for England (QCF), or the Pearson Edexcel Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF), or to specialist qualifications that reflect the context in which they work.

Learners who achieve the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF) can progress to the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF), or to specialist qualifications that reflect the context in which they work.

## **Industry support and recognition**

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These qualifications are supported by Skills for Care (SfC), the Sector Skills Council for people providing social work, social care and children's services to the people of the UK.

## **Relationship with National Occupational Standards**

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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), the Sector Skills Council for the sector.



## 4 Qualification structures

### **Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) General Pathway**

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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	46
Minimum number of credits that must be achieved at Level 2 or above	46
Number of credits that must be achieved from Group A Mandatory Units	24
Number of optional credits that must be achieved	22
Minimum number of credits that must come from Group B1 Optional Context or Specialist Knowledge Units	2
Maximum number of credits that must come from Group B1 Optional Context or Specialist Knowledge Units	7
Minimum number of credits that must come from Group B2 Optional Competence Units	15

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	F/601/5465	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23
2	L/601/5470	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23
3	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2	20
4	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9
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	A/601/8140	Implement Person-Centred Approaches in Health and Social Care	2	5	33
8	R/601/8922	Contribute to Health and Safety in Health and Social Care	2	4	33
9	J/601/8142	Handle Information in Health and Social Care Settings	2	1	10

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 Well-Being and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/2874	Dementia Awareness	2	2	17
14	H/601/2879	The Person-Centred Approach to the Care and Support of Individuals with Dementia  <b>Barred combination with Unit 45 Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia (F/601/3683)</b>	2	2	17
15	T/601/9416	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia  <b>Barred combination with Unit 18 Understand the role of Communication and Interactions with Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	2	18
16	A/601/2886	Understand Equality, Diversity and Inclusion in Dementia Care  <b>Barred combination with Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	2	20

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
17	K/601/9199	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	3	2	15
18	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 47 Understand and Enable Interaction and Communication with Individuals who have Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	3	3	26
19	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion  <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	3	3	23
20	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
21	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
22	H/501/7103	Causes and Spread of Infection	2	2	20
23	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20
24	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
25	K/601/6285	Principles of Positive Risk-Taking for Individuals with Disabilities <b>Barred combination with Unit 79 Contribute to Support of Positive Risk-taking for Individuals (A/601/9546)</b>	2	2	20
26	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene <b>Barred combination with Unit 93 Support Individuals to Maintain Personal Hygiene (K/601/9963)</b>	2	1	10
27	T/601/8654	Principles of Supporting Individuals with a Learning Disability to Access Healthcare <b>Barred combination with Unit 94 Contribute to Supporting Individuals with a Learning Disability to Access Healthcare (J/602/0036)</b>	2	3	23
28	M/601/5316	Introductory Awareness of Autistic Spectrum Conditions	2	2	17
29	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
30	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 95 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)</b>	3	3	30
31	M/601/7048	Principles of Self-Directed Support <b>Barred combination with Unit 97 Support Individuals with Self-Directed Support (J/602/0053)</b>	3	3	26
32	L/601/6117	Understand Physical Disability	2	2	19
33	J/601/5824	Understand the Impact of Acquired Brain Injury on Individuals	2	3	25
34	F/601/3442	Introductory Awareness of Sensory Loss	2	2	16

Unit	Unit reference number	Group B1 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
35	Y/601/3446	Introductory Awareness of Models of Disability	2	2	15
36	A/503/8085	Understand How to Work in End of Life Care	2	3	28
37	F/503/7150	Stroke Awareness	2	3	28
38	F/503/8704	End of Life and Dementia Care	3	2	20
39	J/503/8137	Understand How to Support Individuals During the Last Days of Life	3	3	28
40	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
41	K/504/2195	Understand How to Support Individuals to be Part of a Community	2	3	16
42	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16
43	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
44	Y/501/0598	Administer Medication to Individuals and Monitor the Effects <b>Barred combination with Unit 87 Support Use of Medication in Social Care Settings (F/601/4056)</b>	3	5	30
45	F/601/3683	Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia <b>Barred combination with Unit 14 The Person-Centred Approach to the Care and Support of Individuals with Dementia (H/601/2879)</b>	2	3	21
46	Y/601/9277	Equality, Diversity and Inclusion in Dementia Care Practice <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	3	24
47	A/601/9434	Understand and Enable Interaction and Communication with Individuals with Dementia <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication and Interaction with Individuals who have Dementia (L/601/3539) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	3	19

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
48	H/601/9282	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks  <b>Barred combination with Unit 50 Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk (A/601/9191)</b>	2	3	25
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 Risk  <b>Barred combination with Unit 48 Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks (H/601/9282)</b>	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia  <b>Barred Combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication And Interactions With Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434)</b>	3	4	30



Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277)</b>	3	4	31
53	D/601/9023	Provide Support for Therapy Sessions	2	2	14
54	H/601/9024	Provide Support for Mobility	2	2	14
55	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
56	M/601/9026	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18
57	D/601/8017	Support Individuals to Carry Out their Own Health Care Procedures	2	2	15
58	Y/601/8632	Support Participation in Learning and Development Activities	2	3	23
59	T/601/8637	Support Independence in the Tasks of Daily Living	2	5	33
60	A/601/8025	Provide Support for Journeys	2	2	17
61	F/601/8026	Provide Support for Leisure Activities	2	3	20
62	A/601/7926	Support Individuals to Access and Use Information About Services and Facilities	2	3	20
63	L/601/8143	Support Individuals who are Distressed	2	3	21
64	R/601/8015	Support Care Plan Activities	2	2	13
65	M/601/8054	Support Individuals to Eat and Drink	2	2	15
66	F/601/8060	Support Individuals to Meet Personal Care Needs	2	2	16
67	J/601/8058	Support Individuals to Manage Continence	2	3	19

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
68	R/601/8063	Provide Agreed Support for Foot Care	2	3	23
69	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
70	R/601/8256	Contribute to the Care of a Deceased Person	2	3	24
71	L/601/9471	Contribute to Supporting Group Care Activities	2	3	23
72	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
73	L/601/8725	Support Individuals Undergoing Healthcare Activities	2	3	22
74	T/601/8850	Obtain and Test Capillary Blood Samples	3	4	30
75	J/601/8853	Obtain and Test Specimens from Individuals	2	2	12
76	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
77	T/601/9450	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15
78	Y/601/9490	Provide Support for Sleep	2	2	13
79	A/601/9546	Contribute to Support of Positive Risk-Taking for Individuals  <b>Barred combination with Unit 25 Principles of Positive Risk-Taking for Individuals with Disabilities (K/601/6285)</b>	2	3	27
80	R/601/8578	Support Individuals in their Relationships	3	4	27
81	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
82	Y/601/7903	Support Individuals to Live at Home	3	4	25
83	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
84	A/601/7909	Support Individuals who are Bereaved	3	4	30
85	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
86	F/601/3764	Promote Positive Behaviour	3	6	44
87	F/601/4056	Support Use of Medication in Social Care Settings <b>Barred combination with Unit 44 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)</b>	3	5	40
88	T/601/9495	Support Individuals at the End of Life	3	7	53
89	R/601/8824	Prepare Environments and Resources for Use During Healthcare Activities	2	3	20
90	A/601/8980	Prepare for and Carry Out Extended Feeding Techniques	3	4	27
91	L/601/6442	Support Person-Centred Thinking and Planning	2	5	34
92	Y/601/7352	Provide Active Support	2	3	27
93	K/601/9963	Support Individuals to Maintain Personal Hygiene <b>Barred combination with Unit 26 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)</b>	2	2	17
94	J/602/0036	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare <b>Barred combination with Unit 27 Principles of Supporting Individuals with a Learning Disability to Access Healthcare (T/601/8564)</b>	2	3	27
95	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 30 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)</b>	3	5	40
96	K/601/7047	Support Parents with Disabilities	3	6	43

Unit	Unit reference number	Group B2 – Optional Competence Units	Level	Credit	Guided learning hours
97	J/602/0053	Support Individuals with Self-Directed Support <b>Barred combination with Unit 31 Principles of Self-Directed Support (M/601/7048)</b>	3	5	35
98	Y/601/6170	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	2	3	21
99	T/601/5804	Support Families of Individuals with Acquired Brain Injury	2	3	24
100	K/601/3449	Support Effective Communication with Individuals with a Sensory Loss	2	3	23
101	A/601/4895	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	25
102	H/601/3451	Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	19
103	F/601/5160	Support Individuals to Negotiate Environments	2	4	32
104	A/503/8135	Understand Advance Care Planning	3	3	25
105	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
106	D/504/2243	Understand the Factors Affecting Older People	3	2	17
107	F/503/8685	Support Individuals During the Last Days of Life	4	5	33
108	K/504/2200	Contribute to the Support of Infection Prevention and Control in Social Care	2	3	21
109	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
110	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
111	Y/503/8689	Understand How To Provide Support When Working in End of Life Care	3	4	33
112	D/504/2193	Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	17

## Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) 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	46
Minimum number of credits that must be achieved at Level 2 or above	46
Number of credits that must be achieved from Group A Mandatory Units	24
Number of optional credits that must be achieved	22
Number of credits that must come from Group C1 Dementia Mandatory Knowledge Units	2
Minimum number of credits that must come from Group C2 Dementia Mandatory Competence Units	3
Minimum number of credits that must come from Group C3 Optional Context or Specialist Knowledge Units	1
Maximum number of credits that must come from Group C3 Optional Context or Specialist Knowledge Units	5
Minimum number of credits that must come from Group C4 Optional Competence Units	3
Remaining credit can be achieved from Group C2 Dementia Mandatory Competence Units or Group C4 Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	F/601/5465	Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings	2	3	23
2	L/601/5470	Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings	2	3	23
3	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	2	2	20
4	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children’s and Young People’s Settings	2	1	9
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	A/601/8140	Implement Person-Centred Approaches in Health and Social Care	2	5	33
8	R/601/8922	Contribute to Health and Safety in Health and Social Care	2	4	33
9	J/601/8142	Handle Information in Health and Social Care Settings	2	1	10

Unit	Unit reference number	Group C1 – Dementia Mandatory Knowledge Unit	Level	Credit	Guided learning hours
13	J/601/2874	Dementia Awareness	2	2	17

Unit	Unit reference number	Group C2 – Dementia Mandatory Competence Units	Level	Credit	Guided learning hours
45	F/601/3683	Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia  <b>Barred combination with Unit 14 The Person-Centred Approach to the Care and Support of Individuals with Dementia (H/601/2879)</b>	2	3	21
46	Y/601/9277	Equality, Diversity, and Inclusion in Dementia Care Practice  <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	3	24
47	A/601/9434	Understand and Enable Interaction and Communication with Individuals with Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication and Interaction with Individuals who have Dementia (L/601/3539) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	3	19

Unit	Unit reference number	Group C2 – Dementia Mandatory Competence Units	Level	Credit	Guided learning hours
48	H/601/9282	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks  <b>Barred combination with Unit 50 Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk (A/601/9191)</b>	2	3	25

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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 Well-Being and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
14	H/601/2879	The Person-Centred Approach to the Care and Support of Individuals with Dementia  <b>Barred combination with Unit 45 Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia (F/601/3683)</b>	2	2	17
15	T/601/9416	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia  <b>Barred combination with Unit 18 Understand the role of Communication and Interactions with Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	2	18
16	A/601/2886	Understand Equality, Diversity and Inclusion in Dementia Care  <b>Barred combination with Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	2	20

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
17	K/601/9199	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	3	2	15
18	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 47 Understand and Enable Interaction and Communication with Individuals who have Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	3	3	26
19	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion  <b>Barred combination Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	3	3	23
20	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
21	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
22	H/501/7103	Causes and Spread of Infection	2	2	20
23	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20
24	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
25	K/601/6285	Principles of Positive Risk-Taking for Individuals with Disabilities <b>Barred combination with Unit 79 Contribute to Support of Positive Risk-taking for Individuals (A/601/9546)</b>	2	2	20
26	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene <b>Barred combination with Unit 93 Support Individuals to Maintain Personal Hygiene (K/601/9963)</b>	2	1	10
27	T/601/8654	Principles of Supporting Individuals with a Learning Disability to Access Healthcare <b>Barred combination with Unit 94 Contribute to Supporting Individuals with a Learning Disability to Access Healthcare (J/602/0036)</b>	2	3	23
28	M/601/5316	Introductory Awareness of Autistic Spectrum Conditions	2	2	17
29	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
30	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 95 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)</b>	3	3	30
31	M/601/7048	Principles of Self-Directed Support <b>Barred combination with Unit 97 Support Individuals with Self-Directed Support (J/602/0053)</b>	3	3	26
32	L/601/6117	Understand Physical Disability	2	2	19
33	J/601/5824	Understand the Impact of Acquired Brain Injury on Individuals	2	3	25
34	F/601/3442	Introductory Awareness of Sensory Loss	2	2	16

Unit	Unit reference number	Group C3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
35	Y/601/3446	Introductory Awareness of Models of Disability	2	2	15
36	A/503/8085	Understand How to Work in End of Life Care	2	3	28
37	F/503/7150	Stroke Awareness	2	3	28
38	F/503/8704	End of Life and Dementia Care	3	2	20
39	J/503/8137	Understand How to Support Individuals During the Last Days of Life	3	3	28
40	K/502/7583	Understanding and Enabling Assisting and Moving Individuals	2	4	28
41	K/504/2195	Understand How to Support Individuals to be Part of a Community	2	3	16
42	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16
43	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
44	Y/501/0598	Administer Medication to Individuals and Monitor the Effects <b>Barred combination with Unit 87 Support Use of Medication in Social Care Settings (F/601/4056)</b>	3	5	30
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 Risk <b>Barred combination with Unit 48 Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks (H/601/9282)</b>	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication And Interactions With Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434)</b>	3	4	30

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
52	F/601/4686	Equality, Diversity and Inclusion in Dementia Care Practice <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277)</b>	3	4	31
53	D/601/9023	Provide Support for Therapy Sessions	2	2	14
54	H/601/9024	Provide Support for Mobility	2	2	14
55	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
56	M/601/9026	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18
57	D/601/8017	Support Individuals to Carry Out their Own Health Care Procedures	2	2	15
58	Y/601/8632	Support Participation in Learning and Development Activities	2	3	23
59	T/601/8637	Support Independence in the Tasks of Daily Living	2	5	33
60	A/601/8025	Provide Support for Journeys	2	2	17
61	F/601/8026	Provide Support for Leisure Activities	2	3	20
62	A/601/7926	Support Individuals to Access and Use Information About Services and Facilities	2	3	20
63	L/601/8143	Support Individuals who are Distressed	2	3	21
64	R/601/8015	Support Care Plan Activities	2	2	13
65	M/601/8054	Support Individuals to Eat and Drink	2	2	15
66	F/601/8060	Support Individuals to Meet Personal Care Needs	2	2	16
67	J/601/8058	Support Individuals to Manage Continence	2	3	19

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
68	R/601/8063	Provide Agreed Support for Foot Care	2	3	23
69	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
70	R/601/8256	Contribute to the Care of a Deceased Person	2	3	24
71	L/601/9471	Contribute to Supporting Group Care Activities	2	3	23
72	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
73	L/601/8725	Support Individuals Undergoing Healthcare Activities	2	3	22
74	T/601/8850	Obtain and Test Capillary Blood Samples	3	4	30
75	J/601/8853	Obtain and Test Specimens from Individuals	2	2	12
76	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
77	T/601/9450	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15
78	Y/601/9490	Provide Support for Sleep	2	2	13
79	A/601/9546	Contribute to Support of Positive Risk-Taking for Individuals  <b>Barred combination with Unit 25 Principles of Positive Risk-Taking for Individuals with Disabilities (K/601/6285)</b>	2	3	27
80	R/601/8578	Support Individuals in their Relationships	3	4	27
81	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
82	Y/601/7903	Support Individuals to Live at Home	3	4	25
83	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
84	A/601/7909	Support Individuals who are Bereaved	3	4	30
85	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27

Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
86	F/601/3764	Promote Positive Behaviour	3	6	44
87	F/601/4056	Support Use of Medication in Social Care Settings <b>Barred combination with Unit 44 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)</b>	3	5	40
88	T/601/9495	Support Individuals at the End of Life	3	7	53
89	R/601/8824	Prepare Environments and Resources for Use During Healthcare Activities	2	3	20
90	A/601/8980	Prepare for and Carry Out Extended Feeding Techniques	3	4	27
91	L/601/6442	Support Person-Centred Thinking and Planning	2	5	34
92	Y/601/7352	Provide Active Support	2	3	27
93	K/601/9963	Support Individuals to Maintain Personal Hygiene <b>Barred combination with Unit 26 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)</b>	2	2	17
94	J/602/0036	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare <b>Barred combination with Unit 27 Principles of Supporting Individuals with a Learning Disability to Access Healthcare (T/601/8564)</b>	2	3	27
95	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 30 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)</b>	3	5	40
96	K/601/7047	Support Parents with Disabilities	3	6	43



Unit	Unit reference number	Group C4 – Optional Competence Units	Level	Credit	Guided learning hours
97	J/602/0053	Support Individuals with Self-Directed Support <b>Barred combination with Unit 31 Principles of Self-Directed Support (M/601/7048)</b>	3	5	35
98	Y/601/6170	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	2	3	21
99	T/601/5804	Support Families of Individuals with Acquired Brain Injury	2	3	24
100	K/601/3449	Support Effective Communication with Individuals with a Sensory Loss	2	3	23
101	A/601/4895	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	25
102	H/601/3451	Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	19
103	F/601/5160	Support Individuals to Negotiate Environments	2	4	32
104	A/503/8135	Understand Advance Care Planning	3	3	25
105	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
106	D/504/2243	Understand the Factors Affecting Older People	3	2	17
107	F/503/8685	Support Individuals During the Last Days of Life	4	5	33
108	K/504/2200	Contribute to the Support of Infection Prevention and Control in Social Care	2	3	21
109	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
110	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
111	Y/503/8689	Understand How To Provide Support When Working in End of Life Care	3	4	33
112	D/504/2193	Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	17

## Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) Learning Disability 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	46
Minimum number of credits that must be achieved at Level 2 or above	46
Number of credits that must be achieved from Group A Mandatory Units	24
Number of optional credits that must be achieved	22
Minimum number of credits that must come from Group D1 Learning Disability Mandatory Knowledge Units	4
Minimum number of credits that must come from Group D2 Learning Disability Mandatory Competence Units	3
Minimum number of credits that must come from Group D3 Learning Disability Optional Context or Specialist Knowledge Units	1
Maximum number of credits that must come from Group D3 Learning Disability Optional Context or Specialist Knowledge Units	3
Minimum number of credits that must come from Group D4 Learning Disability Optional Competence Units	7
Remaining credit can be achieved from Group D2 Learning Disability Mandatory Competence Units or Group D4 Learning Disability Optional Competence Units	

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	F/601/5465	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23
2	L/601/5470	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23
3	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2	20
4	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9
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	A/601/8140	Implement Person-Centred Approaches in Health and Social Care	2	5	33
8	R/601/8922	Contribute to Health and Safety in Health and Social Care	2	4	33
9	J/601/8142	Handle Information in Health and Social Care Settings	2	1	10

Unit	Unit reference number	Group D1 – Learning Disability Mandatory Knowledge Unit	Level	Credit	Guided learning hours
24	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
91	L/601/6442	Support Person-Centred Thinking and Planning	2	5	34
92	Y/601/7352	Provide Active Support	2	3	27

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
11	F/602/0097	Understand Mental Well-Being and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/2874	Dementia Awareness	2	2	17
14	H/601/2879	The Person-Centred Approach to the Care and Support of Individuals with Dementia  <b>Barred combination with Unit 45 Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia (F/601/3683)</b>	2	2	17
15	T/601/9416	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia  <b>Barred combination with Unit 18 Understand the role of Communication and Interactions with Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	2	18
16	A/601/2886	Understand Equality, Diversity and Inclusion in Dementia Care  <b>Barred combination with Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	2	20

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
17	K/601/9199	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	3	2	15
18	L/601/3539	Understand the Role of Communication and Interactions with Individuals who have Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 47 Understand and Enable Interaction and Communication with Individuals who have Dementia (A/601/9434) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	3	3	26
19	Y/601/3544	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion  <b>Barred combination Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	3	3	23
20	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
21	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
22	H/501/7103	Causes and Spread of Infection	2	2	20
23	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
25	K/601/6285	Principles of Positive Risk-Taking for Individuals with Disabilities <b>Barred combination with Unit 79 Contribute to Support of Positive Risk-taking for Individuals (A/601/9546)</b>	2	2	20
26	H/601/5703	Principles of Supporting an Individual to Maintain Personal Hygiene <b>Barred combination with Unit 93 Support Individuals to Maintain Personal Hygiene (K/601/9963)</b>	2	1	10
27	T/601/8654	Principles of Supporting Individuals with a Learning disability to Access Healthcare <b>Barred combination with Unit 94 Contribute to Supporting Individuals with a Learning Disability to Access Healthcare (J/602/0036)</b>	2	3	23
28	M/601/5316	Introductory Awareness of Autistic Spectrum Conditions	2	2	17
29	A/601/6274	Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3	3	21
30	M/601/7227	Principles of Supporting Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 95 Support Young People with a Disability to Make the Transition into Adulthood (F/602/0049)</b>	3	3	30
31	M/601/7048	Principles of Self-Directed Support <b>Barred combination with Unit 97 Support Individuals with Self-Directed Support (J/602/0053)</b>	3	3	26
32	L/601/6117	Understand Physical Disability	2	2	19
33	J/601/5824	Understand the Impact of Acquired Brain Injury on Individuals	2	3	25
34	F/601/3442	Introductory Awareness of Sensory Loss	2	2	16

Unit	Unit reference number	Group D3 – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
35	Y/601/3446	Introductory Awareness of Models of Disability	2	2	15
36	A/503/8085	Understand How to Work in End of Life Care	2	3	28
37	F/503/7150	Stroke Awareness	2	3	28
38	F/503/8704	End of Life and Dementia Care	3	2	20
39	J/503/8137	Understand How to Support Individuals During the Last Days of Life	3	3	28
41	K/504/2195	Understand How to Support Individuals to be Part of a Community	2	3	16
42	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16
43	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
44	Y/501/0598	Administer Medication to Individuals and Monitor the Effects  <b>Barred combination with Unit 87 Support Use of Medication in Social Care Settings (F/601/4056)</b>	3	5	30
45	F/601/3683	Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia  <b>Barred combination with Unit 14 The Person-Centred Approach to the Care and Support of Individuals with Dementia (H/601/2879)</b>	2	3	21
46	Y/601/9277	Equality, Diversity, and Inclusion in Dementia Care Practice  <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 52 Equality, Diversity and Inclusion in Dementia Care Practice (F/601/4686)</b>	2	3	24
47	A/601/9434	Understand and Enable Interaction and Communication with Individuals with Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication and Interaction with Individuals who have Dementia (L/601/3539) and Unit 51 Understand and Enable Interaction and Communication with Individuals who have Dementia (Y/601/4693)</b>	2	3	19



Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
48	H/601/9282	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks  <b>Barred combination with Unit 50 Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk (A/601/9191)</b>	2	3	25
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 Risk  <b>Barred combination with Unit 48 Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks (H/601/9282)</b>	3	4	26
51	Y/601/4693	Understand and Enable Interaction and Communication with Individuals who have Dementia  <b>Barred combination with Unit 15 Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia (T/601/9416) and Unit 18 Understand the Role of Communication And Interactions With Individuals Who Have Dementia (L/601/3539) and Unit 47 Understand and Enable Interaction and Communication with Individuals with Dementia (A/601/9434)</b>	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 <b>Barred combination with Unit 16 Understand Equality, Diversity and Inclusion in Dementia Care (A/601/2886) and Unit 19 Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (Y/601/3544) and Unit 46 Equality, Diversity and Inclusion in Dementia Care Practice (Y/601/9277)</b>	3	4	31
53	D/601/9023	Provide Support for Therapy Sessions	2	2	14
54	H/601/9024	Provide Support for Mobility	2	2	14
55	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
56	M/601/9026	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18
57	D/601/8017	Support Individuals to Carry Out their Own Health Care Procedures	2	2	15
58	Y/601/8632	Support Participation in Learning and Development Activities	2	3	23
59	T/601/8637	Support Independence in the Tasks of Daily Living	2	5	33
60	A/601/8025	Provide Support for Journeys	2	2	17
61	F/601/8026	Provide Support for Leisure Activities	2	3	20
62	A/601/7926	Support Individuals to Access and Use Information About Services and Facilities	2	3	20
63	L/601/8143	Support Individuals who are Distressed	2	3	21
64	R/601/8015	Support Care Plan Activities	2	2	13
65	M/601/8054	Support Individuals to Eat and Drink	2	2	15
66	F/601/8060	Support Individuals to Meet Personal Care Needs	2	2	16
67	J/601/8058	Support Individuals to Manage Continence	2	3	19

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
68	R/601/8063	Provide Agreed Support for Foot Care	2	3	23
69	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
70	R/601/8256	Contribute to the Care of a Deceased Person	2	3	24
71	L/601/9471	Contribute to Supporting Group Care Activities	2	3	23
72	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
73	L/601/8725	Support Individuals Undergoing Healthcare Activities	2	3	22
74	T/601/8850	Obtain and Test Capillary Blood Samples	3	4	30
75	J/601/8853	Obtain and Test Specimens from Individuals	2	2	12
76	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
77	T/601/9450	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15
78	Y/601/9490	Provide Support for Sleep	2	2	13
79	A/601/9546	Contribute to Support of Positive Risk-Taking for Individuals  <b>Barred combination with Unit 25 Principles of Positive Risk-Taking for Individuals with Disabilities (K/601/6285)</b>	2	3	27
80	R/601/8578	Support Individuals in their Relationships	3	4	27
81	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
82	Y/601/7903	Support Individuals to Live at Home	3	4	25
83	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
84	A/601/7909	Support Individuals who are Bereaved	3	4	30
85	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
86	F/601/3764	Promote Positive Behaviour	3	6	44
87	F/601/4056	Support Use of Medication in Social Care Settings <b>Barred combination with Unit 44 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)</b>	3	5	40
88	T/601/9495	Support Individuals at the End of Life	3	7	53
89	R/601/8824	Prepare Environments and Resources for Use During Healthcare Activities	2	3	20
90	A/601/8980	Prepare for and Carry Out Extended Feeding Techniques	3	4	27
93	K/601/9963	Support Individuals to Maintain Personal Hygiene <b>Barred combination with Unit 26 Principles of Supporting an Individual to Maintain Personal Hygiene (H/601/5703)</b>	2	2	17
94	J/602/0036	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare <b>Barred combination with Unit 27 Principles of Supporting Individuals with a Learning Disability to Access Healthcare (T/601/8564)</b>	2	3	27
95	F/602/0049	Support Young People with a Disability to Make the Transition into Adulthood <b>Barred combination with Unit 30 Principles of Supporting Young People with a Disability to Make the Transition into Adulthood (M/601/7227)</b>	3	5	40
96	K/601/7047	Support Parents with Disabilities	3	6	43
97	J/602/0053	Support Individuals with Self-Directed Support <b>Barred combination with Unit 31 Principles of Self-Directed Support (M/601/7048)</b>	3	5	35

Unit	Unit reference number	Group D4 – Optional Competence Units	Level	Credit	Guided learning hours
98	Y/601/6170	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	2	3	21
99	T/601/5804	Support Families of Individuals with Acquired Brain Injury	2	3	24
100	K/601/3449	Support Effective Communication with Individuals with a Sensory Loss	2	3	23
101	A/601/4895	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	25
102	H/601/3451	Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	19
103	F/601/5160	Support Individuals to Negotiate Environments	2	4	32
104	A/503/8135	Understand Advance Care Planning	3	3	25
105	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
106	D/504/2243	Understand the Factors Affecting Older People	3	2	17
107	F/503/8685	Support Individuals During the Last Days of Life	4	5	33
108	K/504/2200	Contribute to the Support of Infection Prevention and Control in Social Care	2	3	21
109	M/503/8133	Support the Spiritual Wellbeing of Individuals	3	3	26
110	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
111	Y/503/8689	Understand How To Provide Support When Working in End of Life Care	3	4	33
112	D/504/2193	Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	17

## Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

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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	46
Minimum number of credits that must be achieved at Level 2 or above	46
Number of credits that must be achieved from Group A Mandatory Units	24
Number of optional credits that must be achieved <b>Introductory awareness of sensory loss is mandatory requirement for social care workers in Wales</b>	22
Minimum number of credits that must come from Group B Optional Context or Specialist Knowledge	2
Maximum number of credits that must come from Group B Optional Context or Specialist Knowledge	7
Minimum number of credits that must come from Group C Optional Competence Units	15

Unit	Unit reference number	Group A – Mandatory Units	Level	Credit	Guided learning hours
1	F/601/5465	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23
2	L/601/5470	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23
3	R/601/5471	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	2	20
4	H/601/5474	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	2	1	9
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	A/601/8140	Implement Person-Centred Approaches in Health and Social Care	2	5	33
8	R/601/8922	Contribute to Health and Safety in Health and Social Care	2	4	33
9	J/601/8142	Handle Information in Health and Social Care Settings	2	1	10

Unit	Unit reference number	Group B – Optional Context or Specialist Knowledge Units	Level	Credit	Guided learning hours
11	F/602/0097	Understand Mental Well-Being and Mental Health Promotion	3	3	14
12	J/602/0103	Understand Mental Health Problems	3	3	14
13	J/601/2874	Dementia Awareness	2	2	17
20	K/601/9493	Introduction to Personalisation in Social Care	3	3	22
21	L/501/6737	The Principles of Infection Prevention and Control	2	3	30
22	H/501/7103	Causes and Spread of Infection	2	2	20
23	R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20
24	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	2	4	35
28	M/601/5316	Introductory Awareness of Autistic Spectrum Conditions	2	2	17
32	L/601/6117	Understand Physical Disability	2	2	19
33	J/601/5824	Understand the Impact of Acquired Brain Injury on Individuals	2	3	25
34	F/601/3442	Introductory Awareness of Sensory Loss	2	2	16
35	Y/601/3446	Introductory Awareness of Models of Disability	2	2	15
36	A/503/8085	Understand How to Work in End of Life Care	2	3	28
37	F/503/7150	Stroke Awareness	2	3	28
41	K/504/2195	Understand How to Support Individuals to be Part of a Community	2	3	16



Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
44	Y/501/0598	Administer Medication to Individuals and Monitor the Effects <b>Barred combination with Unit 87 Support Use of Medication in Social Care Settings (F/601/4056)</b>	3	5	30
45	F/601/3683	Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia	2	3	21
46	Y/601/9277	Equality, Diversity, and Inclusion in Dementia Care Practice	2	3	24
47	A/601/9434	Understand and Enable Interaction and Communication with Individuals with Dementia	2	3	19
48	H/601/9282	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	2	3	25
53	D/601/9023	Provide Support for Therapy Sessions	2	2	14
54	H/601/9024	Provide Support for Mobility	2	2	14
55	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
56	M/601/9026	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2	18
57	D/601/8017	Support Individuals to Carry Out their Own Health Care Procedures	2	2	15
58	Y/601/8632	Support Participation in Learning and Development Activities	2	3	23
59	T/601/8637	Support Independence in the Tasks of Daily Living	2	5	33
60	A/601/8025	Provide Support for Journeys	2	2	17
61	F/601/8026	Provide Support for Leisure Activities	2	3	20
62	A/601/7926	Support Individuals to Access and Use Information About Services and Facilities	2	3	20
63	L/601/8143	Support Individuals who are Distressed	2	3	21
64	R/601/8015	Support Care Plan Activities	2	2	13

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
65	M/601/8054	Support Individuals to Eat and Drink	2	2	15
66	F/601/8060	Support Individuals to Meet Personal Care Needs	2	2	16
67	J/601/8058	Support Individuals to Manage Continence	2	3	19
68	R/601/8063	Provide Agreed Support for Foot Care	2	3	23
69	R/601/7902	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2	14
70	R/601/8256	Contribute to the Care of a Deceased Person	2	3	24
71	L/601/9471	Contribute to Supporting Group Care Activities	2	3	23
72	T/601/8721	Undertake Agreed Pressure Area Care	2	4	30
73	L/601/8725	Support Individuals Undergoing Healthcare Activities	2	3	22
74	T/601/8850	Obtain and Test Capillary Blood Samples	3	4	30
75	J/601/8853	Obtain and Test Specimens from Individuals	2	2	12
76	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	2	4	26
77	T/601/9450	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2	15
78	Y/601/9490	Provide Support for Sleep	2	2	13
79	A/601/9546	Contribute to Support of Positive Risk-Taking for Individuals	2	3	27
80	R/601/8578	Support Individuals in their Relationships	3	4	27
81	H/601/8049	Facilitate Person-Centred Assessment, Planning, Implementation and Review	3	6	45
82	Y/601/7903	Support Individuals to Live at Home	3	4	25
83	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
84	A/601/7909	Support Individuals who are Bereaved	3	4	30

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
85	H/601/8147	Work in Partnership with Families to Support Individuals	3	4	27
86	F/601/3764	Promote Positive Behaviour	3	6	44
87	F/601/4056	Support Use of Medication in Social Care Settings <b>Barred combination with Unit 44 Administer Medication to Individuals and Monitor the Effects (Y/501/0598)</b>	3	5	40
88	T/601/9495	Support Individuals at the End of Life	3	7	53
89	R/601/8824	Prepare Environments and Resources for Use During Healthcare Activities	2	3	20
90	A/601/8980	Prepare for and Carry Out Extended Feeding Techniques	3	4	27
91	L/601/6442	Support Person-Centred Thinking and Planning	2	5	34
92	Y/601/7352	Provide Active Support	2	3	27
93	K/601/9963	Support Individuals to Maintain Personal Hygiene	2	2	17
94	J/602/0036	Contribute to Supporting Individuals with a Learning Disability to Access Healthcare	2	3	27
98	Y/601/6170	Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	2	3	21
99	T/601/5804	Support Families of Individuals with Acquired Brain Injury	2	3	24
100	K/601/3449	Support Effective Communication with Individuals with a Sensory Loss	2	3	23
101	A/601/4895	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	2	3	25
102	H/601/3451	Contribute to Supporting Individuals in the Use of Assistive Technology	2	3	19
103	F/601/5160	Support Individuals to Negotiate Environments	2	4	32

Unit	Unit reference number	Group C – Optional Competence Units	Level	Credit	Guided learning hours
108	K/504/2200	Contribute to the Support of Infection Prevention and Control in Social Care	2	3	21
112	D/504/2193	Working as Part of a Team in Health and Social Care or Children and Young People's Settings	2	2	17

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## 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 [www.edexcel.com/policies](http://www.edexcel.com/policies)

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.

### Elements of good practice

#### Learner recruitment, preparation and support

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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

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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.
- 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

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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).

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## 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](http://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**

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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**

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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

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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](http://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](http://www.edexcel.com/policies)

### Internal assessment

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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

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	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 at [www.edexcel.com/policies](http://www.edexcel.com/policies)
- a combination of these.

## Assessment requirements/strategy

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The assessment requirements 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.

The assessment strategy for these qualifications is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable.

## Types of evidence

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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 requirements/evidence requirements* 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](http://www.edexcel.com). Please see *Section 12, Further information and useful publications* for details.

## Appeals

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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](http://www.edexcel.com/policies)

## Dealing with malpractice

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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](http://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

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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](http://www.edexcel.com/policies)

## Special consideration

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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*.

Both of the documents mentioned above are on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *Credit accumulation and transfer policy (England)*, which is available on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)

## 9 Centre recognition and approval

### Centre recognition

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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](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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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](http://www.pearsonwbl.edexcel.com)



# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

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

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## 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 are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for competency-based qualifications.

## 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.

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

**Unit reference number:** F/601/5465

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## 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 introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

## Unit assessment requirements/evidence requirements

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

Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3 and 4.2 must be assessed in real work situations.

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.

## Unit content

### 1 Understand why communication is important in the work setting

*Reasons why people communicate:* to express needs; to share ideas and information; to reassure; to express feelings; to build relationships; socialise; to ask questions; to share experiences

*The impact of communication on own work:* communication with others e.g. colleagues, people who use services, children; supports the development of effective relationships; helps to build trust; aids understanding of individuals' needs; prevents misunderstandings; supports the development of own knowledge and skills

*The importance of observing others' reactions:* verbal communication e.g. tone, pitch, silence; non-verbal communication e.g. body language, facial expressions, eye contact, gestures, touch; to understand emotional state; knowing if information has been understood; when and how to adjust communication method; recognising barriers to communication

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

*Communication and language needs of individuals:* home language; preferred method; sensory difficulties; preferences based on e.g. beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities

*Communication methods:* verbal including vocabulary, linguistic tone, pitch; non-verbal including eye contact, touch, physical gestures, body language, behaviour; written; British sign language; Makaton; Braille; finger spelling; pictures and symbols; technological aids e.g. Minicom, telephone relay systems; human aids e.g. interpreters, translators

*Knowing when and how to seek advice:* awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager or supervisor; special educational needs co-ordinator (SENCO); specialists e.g. speech and language therapists, sign language specialists, occupational therapists

### 3 **Be able to reduce barriers to communication**

*Barriers to communication:* background and culture of individual; sensory impairment; dialect; use of jargon or language not appropriate to age/stage of development; environmental factors e.g., noise, poor lighting; attitudes; effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence

*Ways to reduce barriers:* use of technological aids; human aids e.g. interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions

*Checking understanding:* e.g. asking questions to check understanding and clarify, repeating and rephrasing when necessary, allowing adequate time for response, awareness of body language and non-verbal communications of respondent, visual clues and other signs that information has been understood

*Sources of information and support:* translation service; interpreting 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 at work**

*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

*Confidentiality in day-to-day communication:* confidentiality in different interpersonal 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

*When confidential information might need to be passed on:* need to share information when individuals are at risk of harm or when abuse is suspected; whistle-blowing; concept of 'need to know'

*How and when to seek advice regarding confidentiality:* referring to line manager or supervisor; seeking consent; importance of following 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 why communication is important in the work setting	1.1	Identify different reasons why people communicate			
		1.2	Explain how effective communication affects all aspects of own work			
		1.3	Explain why it is important to observe an individual's reactions when communicating with them			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences			
		2.2	Demonstrate communication methods that meet an individual's communication needs, wishes and preferences			
		2.3	Show how and when to seek advice about communication			
3	Be able to reduce barriers to communication	3.1	Identify barriers to effective communication			
		3.2	Demonstrate ways to reduce barriers to effective communication in different ways			
		3.3	Demonstrate ways to check that communication has been understood			
		3.4	Identify sources of information and support or services to enable more effective communication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'			
		4.2	Demonstrate confidentiality in day-to-day communication in line with agreed ways of working			
		4.3	Describe situations where information normally considered to be confidential might need to be passed on			
		4.4	Explain how and when to seek advice about confidentiality			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

*(if sampled)*

## Unit 2: Introduction to Personal Development in Health, Social Care or Children's and young People's Settings

**Unit reference number:** L/601/5470

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### 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 introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

### Unit assessment requirements/evidence requirements

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

Assessment criteria 2.2, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4 must be assessed in a real work environment.

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.



## Unit content

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

*Duties and responsibilities:* job description for own role; organisational goals and practices; inter-agency working

*Standards which influence role:* codes of practice; regulations; minimum standards; national occupational standards

*Ways to prevent personal attitudes and beliefs obstructing quality of work:* reflecting on own background and experiences; understanding effects of own beliefs and attitudes on practice; seeking ways to gain feedback on own practice; seeking professional development opportunities; developing knowledge and understanding of needs, culture and background of individuals using services

### 2 Be able to reflect on own work activities

*The importance of reflecting on work activities:* helps to make sense of and learn from experiences; identifying new opportunities; developing skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

*Assessing own knowledge and skills:* knowledge to carry out role effectively; ability to follow codes of practice and procedures; ways to seek feedback from individuals using services; ways to seek feedback from colleagues, managers or supervisors, tutors and other professionals

*Reflecting on work activities:* keeping a record of development through log or diary; identifying positive and negative aspects of activity e.g. organisation, own role, resources used; reflecting on outcomes for individuals using services; understanding own role and contribution to team and/or interagency working

### 3 Be able to agree a personal development plan

*Sources of support for own learning and development:* informal; formal; internal e.g. line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; online professional discussion groups

*Planning process:* cyclical nature of planning and review; understanding own role; identifying own strengths and weaknesses; identifying gaps in knowledge; using feedback from others; appraisal process; understanding development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress

*People involved:* e.g. the individual, people using services, supervisor or line manager, other professionals, tutors or mentors, carers, advocates

*Personal development plan:* agreeing objectives for development; proposing activities to meet objectives; timescales for review; understanding needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

#### 4 **Be able to develop own knowledge, skills and understanding**

*Developing knowledge, skills and understanding through a learning activity:* developing new concepts and ideas through e.g. discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding about individuals' needs and preferences

*Role of reflection in improving own knowledge, skills and understanding:* situations in a work context e.g. supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to team work; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues

*Feedback from others:* feedback from colleagues e.g. line manager, supervisor, tutor; feedback from people using services e.g. adults, children and young people, families; ways that feedback has been used to make changes in own practice

*Ways to record evidence of personal progress:* importance of regular review; use of diary or journal; personal development plans and reviews; witness testimonies

DRAFT

## 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 role			
		1.2	Identify standards that influence the way the role is carried out			
		1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2	Be able to reflect on own work activities	2.1	Explain why reflecting on practice is an important way to develop knowledge, skills and practice			
		2.2	Assess how well own knowledge, skills and understanding meet standards			
		2.3	Demonstrate the ability to reflect on work activities			
3	Be able to agree a personal development plan	3.1	Identify sources of support for own learning and development			
		3.2	Describe the process for agreeing a personal development plan and who should be involved			
		3.3	Contribute to drawing up own personal development plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills and understanding			
		4.2	Show how reflecting on a situation has improved own knowledge, skills and understanding			
		4.3	Show how feedback from others has developed own knowledge, skills and understanding			
		4.4	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: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

**Unit reference number:** R/601/5471

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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### 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 introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

### Unit assessment requirements/evidence requirements

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

Assessment criteria 2.2 and 3.2 must be assessed in a real work situation.

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.

## Unit content

### 1 Understand the importance of 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:* individual rights; giving choices; respect; services in response to individual need

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

*Discrimination:* direct discrimination; indirect discrimination; treating some individuals less favourably than others; effects of discrimination

*Deliberate and inadvertent discrimination:* institutional discrimination; discrimination by individuals; the effects of lack of knowledge and understanding; prejudice; labelling; lack of opportunity; stereotyping; harassment; bullying; use of inappropriate language

*Work settings:* health settings; care settings; childcare setting

*Support for equality and inclusion:* policies and procedures in workplace settings; challenging discrimination; promoting rights; empowering; removing barriers e.g. physical access, communication; improving participation; promoting dignity; placing individuals at the centre of planning and delivery of services

### 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 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; the Equality Act 2010 (due to become law in October 2010 and will replace the Race Relations Act 1976 and the Disability Discrimination Act 1995); Equality and Human Rights Commission

*Interactions:* interactions with individuals including colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals e.g. beliefs, cultures, values, preferences; maintaining confidentiality; appropriate use of language

*Challenging discrimination:* challenging discriminatory behaviour; challenging own beliefs and attitudes; disciplinary procedures; complaints procedures; staff training; reviewing and developing policy and procedures

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

*Sources of information and advice:* Sector Skills Councils e.g. Skills for Health, Skills for Care, Children’s Workforce and Development Council; Professional organisations e.g. Nursing and Midwifery Council, Teacher Development Agency; third-sector organisations; government websites for current legislation and guidelines; books; journals

*Accessing information and advice:* colleagues; feedback on own practice; interagency working; liaison with community leaders or organisations; professional development opportunities

DRAFT

## 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 equality and inclusion	1.1	Explain what is meant by <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul>			
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting			
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination			
2	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role			
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences			
		2.3	Describe how to challenge discrimination in a way that promotes change			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion			
		3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
*(if sampled)*

## Unit 4: Introduction to Duty of Care in Health, Social Care of Children's and Young People's Settings

**Unit reference number:** H/601/5474

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 9

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### Unit summary

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

### Unit assessment requirements/evidence requirements

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

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.

## Unit content

### 1 Understand the implications of duty of care

*Concept of 'duty of care':* legal obligation; duty of care towards children and adults using services, colleagues and own self; requirement to work in best interest of child or adult using the service; care practice which is not detrimental to the health wellbeing and safety of the child or adult; carrying out care practice only within own level of competence, role and responsibility

*How the duty of care affects own work role:* carrying out duties only for which you are competent and in own job description and declining care work which is not; being accountable for own decisions and actions; following standard procedures in all aspects of work including use of resources and equipment; providing standards of care in line with principle and codes of practice of setting/service; need to observe confidentiality; need to be observant; importance of induction and regular updating of knowledge and skills; duty to report concerns (whistleblowing)

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

*Dilemmas that may arise between the duty of care and an individual's rights:* balance between health and safety and an individual's human rights and freedoms; concept of 'mental capacity'; rights of children to make choices about own care; tensions between individual choice and keeping safe from harm; conflict between confidentiality and need to share information in the interest of the individual or public safety

*Where to get additional support and advice about how to resolve such dilemmas:* mentor; tutor; line manager; Care Quality Commission; Ofsted; professional bodies e.g. The Association of Health Care Professionals (AHCP); unions e.g. Unison; Skills councils e.g. Skills for Care; Skills for Health; Children's Workforce and Development Council

### 3 Know how to respond to complaints

*Why it is important that individuals know how to make a complaint:* protects legal rights of children and adults; to prevent bad practice; raise awareness with managers/regulatory bodies; to improve healthcare services for self and other users

*The main points of agreed procedures for handling complaints:* keeping records of complaint; identifying what went wrong; responding to complainant within agreed time; responding to the complaint e.g. apologising, putting things right (local resolution stage); informing complainant of rights/who to complain to when complaints are not resolved; role of local government ombudsman; reflecting on complaints to improve practice

*Own role in responding to complaints as part of own duty of care:* following policy and procedures of service/setting; listen carefully to what is said; acknowledge child's or adult's feelings; clarify problem; give advice on procedures for complaining; focus on problem not personalities; know when and how to pass on complaints to line manager/complaints manager; reflect and if necessary change practice/undergo training

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## 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 implications of duty of care	1.1	Define the term 'duty of care'			
		1.2	Describe how the duty of care affects own work role			
2	Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights			
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas			
3	Know how to respond to complaints	3.1	Describe how to respond to complaints			
		3.2	Identify 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

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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## 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 both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

## Unit assessment requirements/evidence requirements

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

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.

## 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 Climbié (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 <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul>			
		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 <ul style="list-style-type: none"> <li>Working with person-centred values</li> <li>Encouraging active participation</li> <li>Promoting choice and rights</li> </ul>			
		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)

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

**Unit reference number:** J/601/8576

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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## 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 both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

## 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.

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.

## 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 <ul style="list-style-type: none"> <li>• Partnership working</li> <li>• Resolving conflicts</li> </ul>			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

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

**Unit reference number:** A/601/8140

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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## 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 person-centred approaches.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

## 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.

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.

## Unit content

### 1 Understand person-centred approaches for care and support

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

*Person-centred approaches* person-centred planning (PCP), particularly in relation to vulnerable individuals, e.g. individuals with learning disabilities, physical disabilities, mental health issues; 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; embedding 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 risk-taking in person-centred approaches, enabling individuals to make informed decisions and understand the consequences e.g. the harmful effects of smoking, the benefits of taking prescribed medication, the advantages of immunisation

*Care and support* documenting where day-to-day requirements and preferences for care and support are detailed e.g. care plan, support plan, individual plan; holistic approach to meeting the needs and preferences of individuals; using individual care plans to document individual needs; attention to the detail of treatment and individualised provision; importance of applying a person-centred approach when using care plans; boundaries to information sharing e.g. on a 'need to know' basis

### 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; work in ways that recognise individual beliefs and preferences; 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; communicating with individuals to find out their history, preferences and wishes; 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

### 3 **Be able to establish consent when providing care or support**

*Consent* the informed agreement to an action or decision; establishing consent varies according to individual's assessed capacity to consent

*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; respecting individuals' choices; listening to and responding 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 encourage 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

*Barriers* 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

*Support the individual* developing respectful relationships; the importance of non-judgemental communication and inclusive information; empowering individuals to make informed choices; respecting individuals' choices; empowering and supporting individuals to question or challenge decisions concerning them that are made by others

*Risk assessment* 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

## 6 Be able to promote individuals' wellbeing

*Wellbeing* factors e.g. physical, emotional, intellectual, spiritual, cultural, religious, social, political

*Promoting wellbeing* the importance of individual identity and self-esteem; the links between individual identity, self-esteem and wellbeing; 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; working in partnership to set realistic and achievable goals; empowering individuals to develop confidence, feel good about themselves and raise their self-esteem; e.g. through positive encouragement, active listening and developing independence and assertiveness; creating and maintaining a positive environment to promote the well-being of individuals e.g. attitudes, activities, surroundings

DRAFT

## 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 person-centred approaches for care and support	1.1	Define person-centred values			
		1.2	Explain why it is important to work in a way that embeds person-centred values			
		1.3	Explain why risk-taking can be part of a person centred approach			
		1.4	Explain how using an individual's care plan contributes to working in a person-centred way			
2	Be able to work in a person-centred way	2.1	Find out the history, preferences, wishes and needs of the individual			
		2.2	Apply person-centred values in day-to-day work, taking into account the history, preferences, wishes and needs of the individual			
3	Be able to establish consent when providing care or support	3.1	Explain the importance of establishing consent when providing care or support			
		3.2	Establish consent for an activity or action			
		3.3	Explain what steps to take if consent cannot readily be established			
4	Be able to encourage active participation	4.1	Describe how active participation benefits an individual			
		4.2	Identify possible barriers to active participation			
		4.3	Demonstrate ways to reduce the barriers and encourage active participation			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices			
		5.2	Use agreed risk-assessment processes to support the right to make choices			
		5.3	Explain why a worker's personal views should not influence an individual's choices			
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others			
6	Be able to promote individuals' wellbeing	6.1	Explain how individual identity and self-esteem are linked with wellbeing			
		6.2	Describe attitudes and approaches that are likely to promote an individual's wellbeing			
		6.3	Support an individual in a way that promotes a sense of identity and self-esteem			
		6.4	Demonstrate ways to contribute to an environment that promotes well-being			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 8: Contribute to Health and Safety in Health and Social Care

**Unit reference number:** R/601/8922

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 33

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## 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 carry out their work safely.

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

## 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 8 must be assessed in a real work environment.

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.

## Unit content

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

*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 and 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:* agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; dealing with accidents, injuries and emergency situations e.g. operating, reporting and recording procedures; first-aid situations e.g. hygiene procedures, administering basic first aid if trained to do so, reporting and recording procedures; working conditions and the working environment e.g. moving and handling procedures; use of equipment e.g. regulations for using mechanical or electrical equipment); health care procedures e.g. procedures for administering personal care; food handling and preparation e.g. food hygiene regulations; infection control and dealing with hazardous substances e.g. procedures for disposing of clinical waste; security and personal safety e.g. procedures for personal security and safeguarding personal property

*Own responsibilities:* the individual duty 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 that certain tasks should not be carried out without special training e.g. use of equipment, first aid, administering medication, health care procedures, food handling and preparation

*Responsibilities of employers and others:* the duty 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 duty of employers to provide training to do the job safely, protection such as special clothing, gloves or masks, health checks such as vision testing; the duty of employers to provide HSC/E information 'Health and safety law What you should know', with contact details of people who can help or provide further information; responsibilities of others e.g. team members, other colleagues, those who use or commission their own health or social-care services, families, carers or advocates

Tasks that should not be carried out without special training use of equipment, first aid, medication, health-care procedures, food handling and preparation

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

*Assess health and safety hazards:* understanding health, safety and 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; reducing the risk of liability; reducing costs to the organisation

*Report potential health and safety risks:* importance of continuous assessment of risks and regular checking; reporting identified risks immediately; importance of reporting any changes; examine examples of risk-assessment reports, accident report forms and other relevant documentation; importance of written records being clear and accurate, detailing dates, times, simple description of hazard identified and action taken; agreed reporting procedures and lines of communication

*Individual rights and health and safety concerns:* using risk-assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions e.g. wearing seat belts in a car to minimise injury, wearing a motorcycle helmet for protection, hand washing and wearing Latex gloves to minimise the spread of infection; understanding that the use of risk-assessment can help to address dilemmas between the human rights of an individual and health and safety concerns; values and principles from 'Investing for Health' (2002)

## 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:* ensuring and maintaining safety for individuals concerned and others e.g. clearing the area, safely moving equipment if possible; remaining calm; sending for help; assessing the individual for injuries; administering basic first aid if necessary and if trained to do so; staying with the injured/sick individual until help arrives; observing and noting any changes in condition; providing a full verbal report to relevant medical staff or others; completing 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

*Recommended method for hand washing:* follow the Department of Health's five-step recommended procedure for washing hands (wet hands, apply soap thoroughly, lather and scrub including between the fingers, thumbs and backs of the hands, rinse thoroughly, dry thoroughly using paper towel or air dryer)

*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 plasters or suitable dressings; 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

*Identify legislation relating to moving and handling:* 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 coordinated 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 Know how to handle hazardous substances and materials

*Identify 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 handling of hazardous substances and materials:* importance of training; awareness of COSHH regulations; always follow instructions for agreed ways of working; safe storage of hazardous substances and materials – always follow agreed ways of working, policies and procedures e.g. safe storage of drugs and medicines; stored out of reach; store 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; always following agreed ways of working, policies and procedures; avoiding exposure to hazardous substances e.g. inhaling, contact with the skin or eyes, swallowing or skin puncture; using control measures e.g. universal precautions for dealing with blood and other body fluids; using protective clothing where necessary e.g. Latex gloves, masks, aprons; importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials always following agreed ways of working, policies and procedures e.g. use of clinical waste bags; importance of protecting others e.g. using a sharps box for used needles; protecting the environment e.g. disposal of dangerous chemicals; minimising the spread of infection e.g. disposal of used dressings

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

*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 the spread of fires through safe practices e.g. storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

*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; 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 maintaining clear evacuation routes 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 the 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 such as fingerprint scanners; understanding the 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 the 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 own 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 such as nail-biting

*Identifying triggers for 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

*Managing stress:* understanding own coping strategies; 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 wellbeing and resilience; understanding and recognising individual stressors and taking time out

## 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 in the work setting	1.1	Identify legislation relating to general health and safety in a health or social care work setting			
		1.2	Describe the main points of the health and safety policies and procedures agreed with the employer			
		1.3	Outline the main health and safety responsibilities of <ul style="list-style-type: none"> <li>• Self</li> <li>• The employer or manager</li> <li>• Others in the work setting</li> </ul>			
		1.4	Identify tasks relating to health and safety that should not be carried out without special training			
		1.5	Explain how to access additional support and information relating to health and safety			
2	Understand the use of risk-assessments in relation to health and safety	2.1	Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities			
		2.2	Explain how and when to report potential health and safety risks that have been identified			
		2.3	Explain how risk-assessment can help address dilemmas between rights and health and safety concerns			



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	Outline the procedures to be followed if an accident or sudden illness should occur			
4	Be able to reduce the spread of infection	4.1	Demonstrate the recommended method for hand washing			
		4.2	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work			
5	Be able to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling			
		5.2	Explain principles for moving and handling equipment and other objects safely			
		5.3	Move and handle equipment or other objects safely			
6	Know how to handle hazardous substances and materials	6.1	Identify hazardous substances and materials that may be found in the work setting			
		6.2	Describe safe practices for <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances and materials</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to promote fire safety in the work setting	7.1	Describe practices that prevent fires from <ul style="list-style-type: none"> <li>Starting</li> <li>Spreading</li> </ul>			
		7.2	Outline emergency procedures to be followed in the event of a fire in the work setting			
		7.3	Explain the importance of maintaining clear evacuation routes at all times			
8	Be able to implement security measures in the work setting	8.1	Use agreed ways of working for checking the identity of anyone requesting access to <ul style="list-style-type: none"> <li>Premises</li> <li>Information</li> </ul>			
		8.2	Implement measures to protect own security and the security of others in the work setting			
		8.3	Explain the importance of ensuring that others are aware of own whereabouts			
9	Know how to manage own stress	9.1	Identify common signs and indicators of stress			
		9.2	Identify circumstances that tend to trigger own stress			
		9.3	Describe ways to manage own stress			

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Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

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## Unit 9: Handle Information in Health and Social Care Settings

**Unit reference number:** J/601/8142

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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### Unit summary

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

**This is a mandatory unit in both the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) and the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).**

### Unit assessment requirements/evidence requirements

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

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

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.

## Unit content

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

*Secure handling of information:* relevant legislation relating to the recording, storage and sharing of information in health and social care e.g. Data Protection Act relating to data protection, confidentiality, safeguarding children and vulnerable adults, Disability Discrimination Act relating to disability discrimination; the importance of having secure information systems; ensuring necessary safeguards and appropriate uses of personal information e.g. issues relating to human rights; the duty of confidentiality as part of the duty of care; accuracy, retention, availability and disposal of information issues relating to secure recording of information e.g. systems of manual recording, security of electronic recording, confidentiality of information; issues relating to secure storage of information e.g. security of stored electronic data, safety of stored manual information, access to secure information; issues relating to sharing information e.g. freedom of information, principles of confidentiality; agreed ways of inter-agency and multi-agency/integrated working

### 2 Know how to access support for handling information

*Access support:* awareness of agreed ways of working; policies; procedures and codes of practice for handling information; understanding roles and responsibilities in relation to handling information; seeking permission from the appropriate people to access records where needed; importance of staff training for support on issues relating to the secure handling of information e.g. Information Governance Training

*Actions to take when there are concerns:* individual measures e.g. staff training, CRB checks and vetting procedures, staff supervision and management; system measures e.g. electronic audit trails, encrypted passwords, information checking systems, agreed ways of working with specific policies and procedures; physical measures e.g. secure storage, CCTV

### 3 Be able to handle information in accordance with agreed ways of working

*Agreed ways of working for handling information:* includes policies and procedures where these exist; recording information – the importance of keeping legible, accurate, complete and up-to-date records; storing information – ensuring the security of access to records and reports according to legal and organisational procedures, ethical codes or professional standards; sharing information – recording or passing on information about individuals' needs and preferences, e.g. language and communication; reporting accurate and sufficient information to the appropriate people, e.g. about activities undertaken, any problems encountered and action taken sharing relevant information e.g. relating to any signs and symptoms that indicate changes in individuals' condition or care needs; share information with individuals to enable understanding of why and what has been reported or recorded

## 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 secure handling of information in health and social care settings	1.1	Identify the legislation that relates to the recording, storage and sharing of information in health and social care			
		1.2	Explain why it is important to have secure systems for recording and storing information in a health and social care setting			
2	Know how to access support for handling information	2.1	Describe how to access guidance, information and advice about handling information			
		2.2	Explain what actions to take when there are concerns over the recording, storing or sharing of information			
3	Be able to handle information in accordance with agreed ways of working	3.1	Keep records that are up-to-date, complete, accurate and legible			
		3.2	Follow agreed ways of working for <ul style="list-style-type: none"> <li>• Recording information</li> <li>• Storing information</li> <li>• Sharing information</li> </ul>			

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(if sampled)

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# Unit 10: Purpose and Principles of Independent Advocacy

**Unit reference number:** M/502/3146

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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## 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

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

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 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 who to seek advice from 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 \_\_\_\_\_

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(if sampled)

# Unit 11: Understand Mental Wellbeing and Mental Health Promotion

**Unit reference number:** F/602/0097

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 14

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## 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 to effectively 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

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.

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 different views on the nature of mental wellbeing 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 well-being and mental health problems across the life span, including <ul style="list-style-type: none"> <li>• Biological factors</li> <li>• Social factors</li> <li>• Psychological factors</li> </ul>			
		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 <ul style="list-style-type: none"> <li>• Risk factors including inequalities, poor quality social relationships</li> <li>• Protective factors including socially valued roles, social support and contact</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to implement an effective strategy for promoting mental wellbeing 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 well-being and mental health			
		2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community			
		2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community			

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*(if sampled)*

# Unit 12: Understand Mental Health Problems

**Unit reference number:** J/602/0103

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 14

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## 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

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.

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	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 <ul style="list-style-type: none"> <li>• Psychological and emotional</li> <li>• Practical and financial</li> <li>• The impact of using services</li> <li>• Social exclusion</li> <li>• Positive impacts</li> </ul>			
		2.3	Explain how mental ill health may have an impact on those in the individual's familial, social or work network including <ul style="list-style-type: none"> <li>• Psychological and emotional</li> <li>• Practical and financial</li> <li>• The impact of using services</li> <li>• Social exclusion</li> <li>• Positive impacts</li> </ul>			
		2.4	Explain the benefits of early intervention in promoting an individual's mental health and wellbeing			

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(if sampled)

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## Unit 13: Dementia Awareness

Unit reference number: J/601/2874

QCF level: 2

Credit value: 2

Guided learning hours: 17

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### Unit summary

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

**Learners taking the Dementia pathway within the Pearson Edexcel Level 2 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.

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.

## Unit content

### 1 Understand what dementia is

*Dementia definitions:* characteristics; effects on key functions of the brain e.g. processing information, language, memory, ability to make sound judgements; similarities between the appearance of dementia and depression, delirium and age-related memory impairment e.g. mild cognitive impairment, apathy, confusion, poor memory, low concentration

### 2 Understand key features of the theoretical models of dementia

*Social model:* interaction of biological and social factors; importance of communities and social networks; role of socio-economic factors, political factors; recognition of personhood; effects of empowerment

*Medical model:* expert control; dependency upon experts; denial of personhood; not recognising the social context, distinction between normal and pathological; individualisation of behaviours; blaming the individual; treatment of the illness

*Dementia as a disability:* dignity of the individual; promotion and protection of rights; needs-led assessment; advocacy; recognition of independent mental capacity; minimisation of potential barriers to support; issues of safeguarding

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

*Alzheimer's disease:* causes e.g. changes in chemistry and structure of the brain, death of brain cells; signs and symptoms e.g. memory loss related to recent events, familiar faces; confusion about the time of day, familiar objects and places, finding the right word

*Lewy body dementia:* causes e.g. development of lewy bodies inside the nerve cells, degeneration of brain tissue; signs and symptoms e.g. memory loss, problem-solving, confusion and delirium, severe psychotic symptoms such as persistent hallucinations

*Vascular dementia:* causes e.g. effects of a stroke, effects of a series of small strokes; signs and symptoms e.g. memory loss, dizziness, slurred speech, effects on movement, rapid, shuffling steps, leg or arm weakness, loss of bowel and bladder control

*Fronto-temporal dementia:* causes e.g. accumulation of proteins, development of pick bodies; signs and symptoms e.g. lack of insight, inability to empathise, changing or inappropriate behaviour, loss of inhibitions, development of compulsive rituals

*Risk factors:* age-related e.g. higher blood pressure, changes to nerve cells, DNA and cell structure, weakness of natural repair mechanisms; genetics; gender differences in the prevalence of different types; medical history e.g. Down's syndrome, HIV status, Multiple Sclerosis; environmental/lifestyle factors e.g. excess alcohol, lack of exercise, exposure to aluminium and other metals, inappropriate diet; prevalence rates of different types of dementia

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

*Factors which affect an individual's experience of dementia:* symptoms; 'normal' effects of ageing e.g. loss of hearing, effects on visual acuity, memory loss; levels of ability and disability due to dementia or other conditions; environmental factors e.g. adaptations to the living space, geographical location; social networks, support of friends and family; financial issues; loss of control; tension between rights and risks; a person-centred approach; impact of discrimination; role of voluntary agencies e.g. The Alzheimer's Society, Dementia UK; role of statutory services e.g. speech and language therapists, occupational therapists, physiotherapists, pharmacists, nurses, psychologists, admiral nurses, community psychiatric nurses, care workers, GPs; others e.g. colleagues, managers; informal carers

*Behaviour of others:* e.g. care workers, colleagues, managers, social workers, occupational therapists, GP, speech and language therapist, physiotherapists, pharmacist, nurse, psychologist, admiral nurses, independent mental capacity advocates, community psychiatric nurses, dementia care advisers, advocates, 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 what dementia is	1.1	Explain what is meant by the term 'dementia'			
		1.2	Describe the key functions of the brain that are affected by dementia			
		1.3	Explain why depression, delirium and age-related memory impairment may be mistaken for dementia			
2	Understand key features of the theoretical models of dementia	2.1	Outline the medical model of dementia			
		2.2	Outline the social model of dementia			
		2.3	Explain why dementia should be viewed as a disability			
3	Know the most common types of dementia and their causes	3.1	List the most common causes of dementia			
		3.2	Describe the likely signs and symptoms of the most common causes of dementia			
		3.3	Outline the risk factors for the most common causes of dementia			
		3.4	Identify prevalence rates for different types of dementia			
4	Understand factors relating to an individual's experience of dementia	4.1	Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability			
		4.2	Outline the impact that the attitudes and behaviours of others may have on an individual with dementia			

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(if sampled)

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# **Unit 14: The Person-Centres Approach to the Care and Support of Individuals with Dementia**

**Unit reference number:** H/601/2879

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

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## **Unit summary**

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

## **Unit assessment requirements/evidence requirements**

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

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.



## Unit content

### 1 **Understand approaches that enable individuals with dementia to experience wellbeing**

*Person-centred approach:* definition of terms; Rogers (growth promoting climate); Maslow (hierarchy of needs); inclusion; involving the individual fully in the care plan; consideration of cultural needs; recognition of personhood; promotion of wellbeing through providing sense of hope, raising self-esteem and confidence, promoting self-respect, sense of purpose, contribution of these factors in promoting physical health; rights of the individual; empowering, enabling; use of advocacy to enable expression of wants and needs; opportunities for self-expression; supporting the expression of appropriate emotions; providing opportunities to express humour; providing activities which promote alertness and responsiveness and use the individual's remaining abilities; modelling a relaxed posture and body language to individuals; responding to warmth and affection shown by the individual in an appropriate manner

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

*Role of carers:* involvement of family; involvement of partner; developing professional relationships with carers; carers as experts; promoting contact with friends and neighbours; recognition of family, partner and friends as being part of the caring relationship; providing opportunities for families, partners etc to express concerns; answering questions; providing information; involvement in decisions

### 3 **Understand the roles of others in the support of individuals with dementia**

*Others:* role of e.g. care workers, colleagues, managers, social workers, occupational therapists, GP, speech and language therapists, physiotherapists, pharmacists, nurses, psychologists, Admiral nurses, dementia care advisers, community psychiatric nurses; benefits of multi-disciplinary/inter-agency working e.g. skills mix, sharing responsibilities, support of the team; need for co-operation, sharing information; issues of confidentiality; statutory/voluntary partnerships; role of the independent/voluntary sector e.g. Independent Mental Capacity Advocate, advocate, support groups; understanding when to refer an individual; accessing the support of statutory and voluntary services

## 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 that enable individuals with dementia to experience wellbeing	1.1	Describe what is meant by a person-centred approach			
		1.2	Outline the benefits of working with an individual with dementia in a person-centred manner			
2	Understand the role of carers in the care and support of individuals with dementia	2.1	Describe the role that carers can have in the care and support of individuals with dementia			
		2.2	Explain the value of developing a professional working relationship with carers			
3	Understand the roles of others in the support of individuals with dementia	3.1	Describe the roles of others in the care and support of individuals with dementia			
		3.2	Explain when it may be necessary to refer to others when supporting individuals with dementia			
		3.3	Explain how to access the additional support of others when supporting individuals with dementia			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
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(if sampled)

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# **Unit 15: Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia**

**Unit reference number:** T/601/9416

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 18

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## **Unit summary**

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

Achievement of both units can confirm competence.

## **Unit assessment requirements/evidence requirements**

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

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.

## Unit content

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

*Effects of dementia on communication and interaction:* application of social skills and awareness of needs of others; effects of memory impairment on communication e.g. forgetting simple words, inadvertent use of the wrong word, loss of the ability to define words and concepts; physiological changes e.g. constriction of cerebral circulation; degeneration of brain cells; aphasia, agnosia

*Effects of other factors:* boredom; inappropriate communication from others; abuse; apathy, fear; other mental health issues; other medical issues e.g. results of strokes, Parkinson's disease; aggression from others within a setting

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

*Person-centred approach:* 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

*Positive communication:* use of reminiscence to reinforce self-identity; matching staff to individuals; providing individualised activities; building relationships with individuals; use of care delivery as opportunities for interaction; use of positive non-verbal communication; observation of an individual's non-verbal communication; giving verbal reassurance

### 3 **Understand the factors which can affect interactions with individuals with dementia**

*Factors which affect interaction:* use of life stories to discover interests, likes and dislikes, topics to be avoided; involvement of friends, family and partners; positive communication from staff; involvement of relevant others e.g. care workers, colleagues, managers, social workers, occupational therapists, GPs, speech and language therapists, physiotherapists, pharmacists, nurses, psychologists, psychiatrists, independent mental capacity advocates, independent mental health advocates, dementia care advisers, support workers, support groups; use of individualised activities which are linked to the life story; group activities e.g. use of music, dance; use of artefacts which have links with the individual's life story e.g. from employment, home 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 factors that can influence communication and interaction with individuals who have dementia	1.1	Explain how dementia may influence an individual's ability to communicate and interact			
		1.2	Identify other factors that may influence an individual's ability to communicate and interact			
		1.3	Outline how memory impairment may affect the ability of an individual with dementia to use verbal language			
2	Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia	2.1	Explain how to identify the communication strengths and abilities of an individual with dementia			
		2.2	Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia			
		2.3	Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness			
3	Understand the factors which can affect interactions with individuals with dementia	3.1	Explain how understanding an individual's biography/ history can facilitate positive interactions			
		3.2	List different techniques that can be used to facilitate positive interactions with an individual with dementia			
		3.3	Explain how involving others may enhance interaction with an individual with dementia			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
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(if sampled)

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# Unit 16: Understand Equality, Diversity and Inclusion in Dementia Care

**Unit reference number:** A/601/2886

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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## 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 introduces 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.

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.



## Unit content

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

*Recognising individuality:* concept of personhood; promotion of self-identity; rights of the individual, dignity, respect, anti-discriminatory/anti-bias approach; quality of experience; promotion of independence; importance of culture, beliefs and value systems; Rogers' growth promoting climate; Maslow's hierarchy of needs; effects of discrimination on e.g. self-esteem, communication, mental health

*Supporting carers and others:* involvement of team in care plans, use of one-page profiles to share information with teams; use of life stories; involvement of family, friends, partners; use of advocates; individualised activities to develop rapport; involvement of others e.g. care workers, colleagues, managers, social workers, occupational therapists, GPs, speech and language therapists, pharmacists, nurses, specialist nurses, psychologists, psychiatrists, independent mental capacity advocates, dementia care adviser, support groups

*Effects of values, beliefs and misunderstanding:* assumptions regarding mental health status; attribution of apathy, depression, lack of communication to dementia; disengagement between carers and individuals; reduced standard of care and support

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

*Involvement of individuals:* a person-centred approach to care and support e.g. taking into account of individuality, promotion of physical exercise, provision of appropriate activities

*Exclusion:* lack of respect; effects of discrimination; lack of support to participate in daily life; inappropriate attitudes of staff; lack of appropriate provision for culture, beliefs or value systems; wrong assumptions regarding communication difficulties; inappropriate activities which do not take account of personal preferences; non-involvement of family, partner or friends in care and support

*Importance of inclusion:* effects on self-esteem, self-confidence; effects on self identity; preservation of personhood; rights of the individual; legislative requirements e.g. Human Rights Act 1998, Mental Capacity Act 2005, Care Standards Act 2000; quality of experience; effects on cognitive functioning; effects on mental health status

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

*Effects of age on experience:* differences in life experience; acceptance of disengagement in older age; effects on e.g. employment, lifestyle, partners, families and friends, finances, differences in interests and preferences; matching staff to individuals through the use of key workers

*Needs and preferences of individuals from different ethnic origins:* involvement of family, friends, partners; consulting relevant organisations e.g. The King's Fund, The Council for Racial Equality (CRE), involvement of representatives from relevant community groups; knowledge of customs, food requirements, cultural and religious requirements with regard to personal care, activities; celebration of festivals and other special days; involvement of religious representatives e.g. imams, priests; use of preferred language; recognition that individuals may revert to first language as dementia progresses; use of interpreters and translators; need for support; use of preferred names

*Supporting individuals with a learning disability:* implementing a person-centred approach; use of person-centred thinking tools e.g. 'one-page profiles', The for/To sort/, Good day/Bad Day; supported self-advocacy; government requirements e.g. Valuing People Now, Disability Discrimination Act 2005; recognition of what is dementia and what is learning disability

## 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 and appreciate the importance of diversity of individuals with dementia	1.1	Explain the importance of recognising that individuals with dementia have unique needs and preferences			
		1.2	Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preference			
		1.3	Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals			
2	Understand the importance of person-centred approaches in the care and support of individuals with dementia	2.1	Describe how an individual may feel valued, included and able to engage in daily life			
		2.2	Describe how individuals with dementia may feel excluded			
		2.3	Explain the importance of including the individual in all aspects of their care			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met	3.1	Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia			
		3.2	Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins			
		3.3	Describe what knowledge and understanding would be required to work in a person-centred way with an individual with a learning disability and dementia			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

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(if sampled)

Date \_\_\_\_\_

# Unit 17: Understand the Administration of Medication to Individuals with Dementia using a Person-Centres Approach

**Unit reference number:** K/601/9199

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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## 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.

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 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 \_\_\_\_\_  
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# **Unit 18: Understand the Role of Communication and Interactions with Individuals who have Dementia**

**Unit reference number:** L/601/3539

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 26

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## **Unit summary**

This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.

## **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.

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 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			

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*(if sampled)*

# **Unit 19: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion**

**Unit reference number:** Y/601/3544

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 23

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## **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

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 concept of diversity and its relevance to working with individuals who have dementia	1.1	Explain what is meant by the terms <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Anti-discriminatory practice</li> <li>• Anti-oppressive practice</li> </ul>			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 <ul style="list-style-type: none"> <li>• Who have a learning disability</li> <li>• Who are from different ethnic backgrounds</li> <li>• At the end of life</li> </ul>			
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			
		3.4	Identify practical ways of helping the individual with dementia maintain their identity			



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## Unit 20: Introduction to Personalisation in Social Care

**Unit reference number:** K/601/9493

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 22

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### 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.

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 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 \_\_\_\_\_

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# Unit 21: The Principles of Infection Prevention and Control

**Unit reference number:** L/501/6737

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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## 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 to minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

## Unit assessment requirements/evidence requirements

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

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 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)

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## **Unit 22: Causes and Spread of Infection**

**Unit reference number: H/501/7103**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 20**

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### **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.

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 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 \_\_\_\_\_  
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Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
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(if sampled)

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# Unit 23: **Cleaning, Decontamination and Waste Management**

**Unit reference number:** R/501/6738

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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## **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.

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 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 24: Understand the Context of Supporting Individuals with Learning Disabilities

**Unit reference number:** K/601/5315

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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## 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 in the Pearson Edexcel Level 2 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.

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.

## 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 <ul style="list-style-type: none"> <li>• Where people live</li> <li>• Daytime activities</li> <li>• Employment</li> <li>• Sexual relationships and parenthood</li> <li>• The provision of healthcare</li> </ul>			
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 <ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Non-verbal communication</li> </ul>			
		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 \_\_\_\_\_

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Assessor signature \_\_\_\_\_

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(if sampled)

# Unit 25: Principles of Positive Risk-Taking for Individuals with Disabilities

**Unit reference number:** K/601/6285

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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## Unit summary

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

## Unit assessment requirements/evidence requirements

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

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.

## Unit content

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

*Risk taking:* individual; social; organisational; environmental

*Traditional lack of encouragement:* risks in everyday life; traditional roles and activities; carer controls; health and safety, compensation culture

*Prevention of risk taking:* consequences e.g. negative, timidity, reticence, dependence, skills development, exclusion

*Supporting risk taking:* confidence building; skill developing; inclusivity; independence

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

*Approaches:* traditional medical model of disability, the person as an object, restricting, inhibiting, negative; person-centred social model of disability, enabling, empowering, informing, positive

*Person-centred approach:* decision making processes; risk minimisation and preparation; short-term risk, long-term gain; guidance, support and involvement; promoting opportunity

*Traditional risk assessments:* a negative focus situation avoidance; potential for harm; social and cultural barriers, discrimination, exclusion

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

*Legislation and policies:* 'Valuing People Now' 2001; 'Putting People First' 2007; Human Rights Act 1998; Mental Health Act 2007; Mental Capacity Act 2005; The Disability Discrimination Act 1995 (Amendment) Regulations 2003; Disability Discrimination Act 2005; Safeguarding Children and Vulnerable Adults policies; Key aspects of current related legislation for England, Wales and Northern Ireland

*Human rights based approach to risk management:* responsibility balancing; advocacy; direct payments; personalised services; person-centred planning, support planning

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

*Rights and responsibilities:* maximising quality of life while maintaining safety; responsibilities to self and others, social, emotional, physical

*Duty of Care best interest:* defensible decision making; contextualising behaviour; identification of positive and negative risks

*Enabling informed choices:* use of illustrated templates, flow charts, information sheets; technology; the right to make 'bad' decisions; planning alternatives

*Limited experience:* perception and understanding of risk; task analysis; perception of the views of others

*Consequences of choice:* positive and negative; to the individual; to others; social, moral, legal

*Unplanned risks:* progress checks; monitoring; intervention; explanations; evaluation; future planning

*Reporting and recording:* importance and requirements; accountability; responsibility; individual, collective; confidentiality

#### 5 **Understand how to support individuals with disabilities to manage identified risks**

*Support plans:* recognising valued life-style; identifying risk awareness; written consent

*Reviewing risks:* importance and value, progression of individual

*Communicating and working with others:* shared values; information sharing; goals and targets; multi-disciplinary working; problems with inconsistencies

*Consistency routines and habits:* consistency with colleagues, other professionals, relatives

*Testing risks:* contingency planning; experiencing with support; reducing 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	Know the importance of risk-taking in everyday life for individuals with disabilities	1.1	Identify aspects of everyday life in which risk plays a part			
		1.2	Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks			
		1.3	Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks			
		1.4	Explain how supporting individuals to take risks can enable them to have choice over their lives to <ul style="list-style-type: none"> <li>• Gain in self-confidence</li> <li>• Develop skills</li> <li>• Take an active part in their community</li> </ul>			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of positive, person-centred risk-assessment	2.1	Explain how a person-centred approach to risk-assessment can have a more positive outcome than traditional approaches			
		2.2	Identify the features of a person-centred approach to risk-assessment			
		2.3	Describe ways in which traditional risk-assessments have tended to have a negative focus			
3	Know how legislation and policies are relevant to positive risk-taking	3.1	Identify legislation and policies which promote the human rights of individuals with disabilities			
		3.2	Describe how to use a human rights-based approach to risk-management			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support individuals with disabilities in decisions about risk-taking	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others			
		4.2	Outline how the principle of 'Duty of Care' can be maintained whilst supporting individuals to take risks			
		4.3	Describe ways of enabling individuals with disabilities to make informed choices about taking risks			
		4.4	Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions			
		4.5	Explain the potential positive and negative consequences of the choices made about taking risks			
		4.6	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger			
		4.7	Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to support individuals with disabilities to manage identified risks	5.1	Explain the importance of including risks in the individual's support plan			
		5.2	Explain why it is important to review risks in the individual's support plan			
		5.3	Outline why it is important to communicate and work in a consistent way with all those supporting the individual			
		5.4	Describe ways of supporting individuals with disabilities to test out the risk they wish to take			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

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(if sampled)

# **Unit 26: Principles of Supporting an Individual to Maintain Personal Hygiene**

**Unit reference number: H/601/5703**

**QCF level: 2**

**Credit value: 1**

**Guided learning hours: 10**

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## **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.

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.

## 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to support an individual to maintain personal hygiene	3.1	Identify factors that contribute to good personal hygiene			
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence			
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene			
		3.4	Describe risks to own health in supporting personal hygiene routines			
		3.5	Describe how to reduce risks to own health			
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene			
4	Understand when poor hygiene may be an indicator of other underlying personal issues	4.1	Identify underlying personal issues that may be a cause of poor personal hygiene			
		4.2	Describe how underlying personal issues might be addressed			

Learner name \_\_\_\_\_

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Learner signature \_\_\_\_\_

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Assessor signature \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*

# Unit 27: Principles of Supporting Individuals with a Learning Disability to Access Healthcare

**Unit reference number:** T/601/8654

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## Unit summary

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

## 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 LD 208S Support individuals with a learning disability to access healthcare, and must be achieved with that unit to confirm competence.

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.



## Unit content

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

*Rights-based approach:* decision making; FREDA approach – fairness, respect, equality, dignity, autonomy

*Legislation:* 'Valuing People Now a new three-year strategy for people with learning disabilities 2009'; Health and Social Care Act 2008; Mental Health Act 2007; The Disability Discrimination Act 2005 – The Disability Equality duty; The Mental Capacity Act 2005 - Independent Mental Capacity Advocate (IMCA) service

*Providing equal access:* information in alternative formats; reminders, using technology; outreach services; provider contracts

*Consent:* rights and choices, right to alter decisions; understanding and retaining information; lack of capacity to give consent, "best interests"; advance directives; written records

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

*Healthcare services:* e.g. GP, opticians, auditory, medical, surgical, dental, podiatry, gynaecological, obstetric, mental health, Accident and Emergency

*The role of healthcare services:* providers – Primary Care Trust, National Health Service; roles, responsibilities

*Access to healthcare services:* provision of information; advocates; health screening programmes

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

*Roles:* range of different services; job descriptions; training; responsibilities; accountability

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

*Benefits of healthcare plans:* accurate assessments, identifying strengths and weaknesses – physical, emotional, intellectual, social, SMART planning

*Health checks:* physical e.g. cancer screening, dental checks, routine health checks – weight, blood pressure, cholesterol; sensory, ophthalmic, auditory; mental health checks

*Regular checks:* quality of life and living; deterioration in existing conditions; missed signs or symptoms of underlying disease or disorder

*Preferences:* independence, choice, self-confidence

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

*Barriers:* lack of accessible information; communication and comprehension of processes; organisational e.g. availability of resources; knowledge, attitudes and accessibility of service providers

*Overcoming barriers:* education and training of practitioners; effective assessments; available alternative format information

*Reluctance to access healthcare:* stereotyping, discrimination, inferior treatment; poor communication

*Range of resources:* health records; communication passports; supporters/advocates; alternative communication formats

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## 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 a learning disability accessing healthcare	1.1	Outline what is meant by a rights-based approach to accessing healthcare			
		1.2	Identify legislation which supports a rights-based approach to accessing healthcare			
		1.3	Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability			
		1.4	Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance			
		1.5	Describe the actions to take if an individual cannot give informed consent to the treatment			
2	Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1	List a range of healthcare services that an individual with a learning disability may need to access			
		2.2	Describe the work of each type of healthcare service			
		2.3	Explain how to gain access to each type of healthcare service			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the role of professionals within different healthcare services that a individual with a learning disability may need to access	3.1	Outline the role and responsibility of the 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 a learning disability	4.1	Explain how plans for healthcare can be of benefit to an individual with a learning disability			
		4.2	Identify a range of regular health checks that an individual may have to support good health and wellbeing			
		4.3	Outline how missing regular health checks may increase the risk of poor health and well being for the individual			
		4.4	Explain the importance of individual preference in relation to treatments available			
5	Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services	5.1	Identify barriers to accessing healthcare services that an individual with a learning disability may experience			
		5.2	Describe ways to overcome barriers to accessing healthcare services			
		5.3	Describe reasons why an individual may be reluctant to access healthcare services			
		5.4	List a range of resources that may be helpful to an individual with a learning disability accessing healthcare services			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

DRAFT

# Unit 28: Introductory Awareness of Autistic Spectrum Conditions

**Unit reference number:** M/601/5316

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

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## Unit summary

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

## Unit assessment requirements/evidence requirements

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

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.

### Additional information

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

**Others** may include

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

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 areas in which individuals with an autistic spectrum condition characteristically have difficulties	1.1	Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others			
		1.2	Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships			
		1.3	Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum			
2	Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	2.1	Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests			
		2.2	Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms			
		2.3	Identify other conditions which may be associated with an autistic spectrum condition			
		2.4	Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the behaviours exhibited by some individuals with an autistic spectrum condition	3.1	Describe behavioural characteristics associated with autistic spectrum conditions			
		3.2	Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours			
		3.3	Describe what to do if an individual is highly anxious or stressed			
4	Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	4.1	Explain why it is important to have in place structures and routines which match the wishes and needs of the individual			
		4.2	Identify formal and informal support networks for an individual with an autistic spectrum condition			
		4.3	Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition			
		4.4	Describe ways of ensuring that support provided is consistent, both within own approach and with that of others			
		4.5	Describe how to contribute towards the learning of an individual with an autistic spectrum condition			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to communicate effectively with individuals on the autistic spectrum	5.1	Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition			
		5.2	Identify aspects of the environment that affect communication with an individual			
		5.3	Describe how to reduce barriers to communication with an individual			
		5.4	Outline the use of visual communication systems for individuals who have an autistic spectrum condition			
		5.5	Identify who could provide advice about effective communication with an individual			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

# Unit 29: Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health

**Unit reference number:** A/601/6274

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 21

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## 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.

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 development of human sexuality	1.1	Define the terms sexuality, sexual health, sexual orientation and sexual expression			
		1.2	Explain main sexual development milestones throughout an individual's lifespan			
2	Understand how the sexual development of individuals with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability			
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development			
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health			
3	Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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 30: Principles of Supporting Young People with a Disability to Make the Transition into Adulthood

**Unit reference number:** M/601/7227

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 30

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## 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 LD 311S 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.

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 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 peoples 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: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(if sampled)*



# Unit 31: Principles of Self-Directed Support

**Unit reference number:** M/601/7048

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 26

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## 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.

It assesses knowledge that underpins unit LD 314S Work with an individual using self-directed support, and must be achieved with that unit to confirm competence.

### 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

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 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 <ul style="list-style-type: none"> <li>• Indicative allocation</li> <li>• Supported self-assessment</li> <li>• Support plan</li> <li>• Outcome focused review</li> </ul>			
		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 \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

*(if sampled)*

# Unit 32: Understand Physical Disability

**Unit reference number:** L/601/6117

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 19

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## Unit summary

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

## 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

Day-to-day life

- education opportunities
- housing
- employment
- access to leisure activities
- relationships
- healthcare

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 importance of differentiating between the individual and the disability	1.1	Explain why it is important to recognise and value an individual as a person			
		1.2	Describe the importance of recognising an individual's strengths and abilities			
		1.3	Describe how to work in a person-centred way that fully involves the individual			
2	Understand the concept of physical disability	2.1	Describe what is meant by physical disability			
		2.2	Describe what a congenital disability is			
		2.3	Give examples of congenital disabilities and their causes			
		2.4	Describe what a progressive disability is			
		2.5	Give examples of progressive disabilities and their causes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how the challenges of living with a physical disability can be addressed	3.1	Identify social and physical barriers that can have a disabling effect on an individual			
		3.2	Identify positive and negative attitudes towards individuals with a disability			
		3.3	Describe steps that can be taken to challenge and change discriminatory attitudes			
		3.4	Describe the impact of disability legislation on community attitudes and practices			
		3.5	Describe the effects that having a physical disability can have on a person's day-to-day life			
		3.6	Identify the importance for the individual of positive risk taking			
4	Understand the importance of independence and inclusion for the individual with physical disability	4.1	Describe how the individual can be in control of their care needs and provision of social care services			
		4.2	Describe the importance of supporting independence and inclusion within the community			
		4.3	Describe how to assist with independence and inclusion within the community			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 33: Understand the Impact of Acquired Brain Injury on Individuals

**Unit reference number:** J/601/5824

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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## Unit summary

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

## Unit assessment requirements/evidence requirements

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

### Additional information

#### Acquired brain injury

- traumatic brain injury
- mild/moderate brain injury
- severe brain injury

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

**Functional** – relates to the 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.

**Communication challenges** can include

- word-finding
- indistinct speech



**Personality changes, e.g.**

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness
- lack of insight

**Those providing support** may include

- family
- friends
- care workers
- practitioners
- other professionals

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

**Challenging behaviour**

- physical violence
- threatening language
- sexual inhibitions
- non-compliance

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 acquired brain injury	1.1	Describe what acquired brain injury is			
		1.2	Identify possible causes of acquired brain injury			
2	Understand the impact of an acquired brain injury on the individual	2.1	List initial effects of acquired brain injury on the individual			
		2.2	Identify the long-term effects of acquired brain injury to include <ul style="list-style-type: none"> <li>• Physical</li> <li>• Functional</li> <li>• Cognitive</li> <li>• Behavioural</li> </ul>			
3	Understand the specialist communication needs of an individual with acquired brain injury	3.1	Explain what is meant by the term 'dysphasia'			
		3.2	Explain what is meant by the term 'dysarthria'			
		3.3	Describe the communication challenges presented to the individual and self by <ul style="list-style-type: none"> <li>• Dysphasia</li> <li>• Dysarthria</li> </ul>			
		3.4	Identify skills required to support an individual with specialist communication needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the impact that personality changes can have on an individual and those providing support	4.1	Outline changes in personality that an individual may experience as a result of acquired brain injury			
		4.2	Describe how lack of self-awareness may affect the individual			
		4.3	Explain the impact of these changes on those providing support			
5	Understand the impact of challenging behaviour	5.1	Describe behaviours which may be considered challenging			
		5.2	State what to do to avoid confrontation with someone who is emotionally agitated			
		5.3	Describe how challenging behaviour impacts on own feelings and attitudes			
		5.4	Identify what support is available to respond to challenging behaviour			
		5.5	Describe how to report challenging behaviour			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_

# Unit 34: Introductory Awareness of Sensory Loss

**Unit reference number:** F/601/3442

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 16

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## Unit summary

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

**Social care workers in Wales taking the Pearson Edexcel Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland MUST take this unit.**

(This unit is not mandatory for health workers in Wales or any workers in Northern Ireland.)

## 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

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 factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1	Describe how a range of factors have a negative and positive impact on individuals with sensory loss			
		1.2	Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss			
		1.3	Explain how individuals with sensory loss can be disabled by attitudes and beliefs			
		1.4	Identify steps that could be taken to overcome disabling attitudes and beliefs			
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Outline what needs to be considered when communicating with individuals with <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul>			
		2.2	Describe how effective communication may have a positive impact on the lives of individuals with sensory loss			
		2.3	Explain how information can be made accessible to individuals with sensory loss			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know the main causes and conditions of sensory loss	3.1	Outline the main causes of sensory loss			
		3.2	Explain the difference between congenital acquired sensory loss			
		3.3	State what percentage of the general population is likely to have sensory loss			
4	Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1	Outline the indicators and signs of <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Deafblindness</li> <li>• Hearing loss</li> </ul>			
		4.2	Explain where additional advice and support can be sourced in relation to sensory loss			
5	Know how to report concerns about sensory loss	5.1	Describe to whom and how concerns about sight and/or hearing loss can be reported			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

## Unit 35:

# Introductory Awareness of Models of Disability

**Unit reference number:** Y/601/3446

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### Unit summary

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

### Unit assessment requirements/evidence requirements

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

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	Know the difference between the medical and social models of disability	1.1	Describe the medical model of disability			
		1.2	Describe the social model of disability			
		1.3	Outline how each of the models has developed and evolved over time			
		1.4	Give examples of where each model of disability may be used in service delivery			
2	Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1	Identify how the principles of each model are reflected in service delivery			
		2.2	Explain how each of the models of disability impacts on the <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Rights</li> <li>• Autonomy</li> <li>• Needs of individuals</li> </ul>			
		2.3	Explain how own practice promotes the principle of inclusion			



Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

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# Unit 36: Understand How to Work in End of Life Care

**Unit reference number:** A/503/8085

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 28

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## Unit summary

The aim of this unit is to give learners the knowledge and understanding required to work in an end of life care.

## Unit assessment requirements/evidence requirements

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

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	Know different perspectives on death and dying	1.1	Outline the factors that can affect an individual's views on death and dying			
		1.2	Outline the factors that can affect own views on death and dying			
		1.3	Outline how the factors relating to views on death and dying can impact on practice			
		1.4	Define how attitudes of others may influence an individual's choices around death and dying			
2	Understand the aims, principles and policies of end of life care	2.1	Explain the aims and principles of end of life care			
		2.2	Explain why it is important to support an individual in a way that promotes their dignity			
		2.3	Describe the importance of maintaining comfort and well being in end of life care			
		2.4	Explain the stages of the local end of life care pathway			
		2.5	Describe the principles of advance care planning			
		2.6	Define local and national policy and guidance for care after death			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand factors regarding communication in end of life care	3.1	Explain how an individual's priorities and the ability to communicate may vary over time			
		3.2	Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience			
		3.3	Describe how you might respond to difficult questions from individuals and others			
		3.4	Outline strategies to manage emotional responses from individuals and others			
		3.5	Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection			
4	Know how to access the range of support services available to individuals and others	4.1	Identify the range of support services and facilities available to an individual and others			
		4.2	Identify the key people who may be involved within a multi-disciplinary end of life care team			
		4.3	Identify the potential barriers an individual may face when accessing end of life care			
		4.4	Suggest ways to minimise the barriers an individual may face when accessing end of life care			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
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(if sampled)

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# Unit 37: Stroke Awareness

**Unit reference number:** F/503/7150

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 28

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## Unit summary

The aim of this unit is to give learners the knowledge and understanding required to respond to, treat and manage individuals affected by strokes.

## Unit assessment requirements/evidence requirements

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

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	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 \_\_\_\_\_

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Assessor signature \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*



# Unit 38: End of Life and Dementia Care

**Unit reference number:** F/503/8704

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 20

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## Unit summary

The aim of this unit is to give learners the knowledge and understanding required to work in end of life and dementia care.

## Unit assessment requirements/evidence requirements

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

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 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 <ul style="list-style-type: none"> <li>• Medication</li> <li>• Non medication techniques</li> </ul>			

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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 \_\_\_\_\_

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Date \_\_\_\_\_

(if sampled)

# Unit 39: Understand How to Support Individuals During the Last Days of Life

**Unit reference number:** J/503/8137

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 28

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## Unit summary

The aim of this unit is to give learners the knowledge and understanding 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.

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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to support individuals and others during the last days of life	3.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life			
		3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life			
		3.3	Describe how to use an integrated care pathway according to agreed ways of working			
		3.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working			
4	Understand the actions to be taken following an individual's death	4.1	Explain national guidelines, local policies and procedures relating to care after death			
		4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care			
		4.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death			
		4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person			
		4.5	Describe ways to support others immediately following the death of a close relative or friend			
5	Know how to manage own feelings in relation to an individual's dying or death	5.1	Define possible impact of an individual's death on own feelings			
		5.2	Identify available support systems to manage own feelings in relation to an individual's death			

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# **Unit 40: Understanding and Enabling Assisting and Moving Individuals**

**Unit reference number: K/502/7583**

**QCF level: 2**

**Credit value: 4**

**Guided learning hours: 28**

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## **Unit summary**

The aim of this unit is to give learners the knowledge and understanding required to assist and move individuals.

## **Unit assessment requirements/evidence requirements**

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

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 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 <ul style="list-style-type: none"> <li>• Risk</li> <li>• Hazards</li> <li>• Risk assessment</li> <li>• Care plan</li> <li>• Ergonomic approach</li> </ul>			
		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 <ul style="list-style-type: none"> <li>The individual's care plan</li> <li>Moving and handling risk assessment</li> <li>Legal requirements for the safety of equipment</li> </ul>			
		4.2	Demonstrate that standard precautions for infection prevention and control are applied to <ul style="list-style-type: none"> <li>The worker</li> <li>The individual</li> <li>Equipment</li> </ul>			
		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 <ul style="list-style-type: none"> <li>Adequate space for the move in agreement with all concerned</li> <li>That potential hazards are removed</li> <li>That any equipment has been checked as safe to use</li> </ul>			

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 <ul style="list-style-type: none"> <li>• Can provide valid consent where appropriate</li> <li>• Can participate in the procedure</li> <li>• Can communicate how much they wish to do for themselves</li> <li>• Can agree the level of support required</li> <li>• Understands why and how an action/activity is being undertaken</li> </ul>			
		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to assist and move an individual in accordance with the individual's risk assessment and care plan	6.1	Demonstrate that the care plan is followed in a way that is satisfactory to the individual			
		6.2	Communicate with the individual throughout, in order to provide support and reassurance			
		6.3	Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort			
		6.4	Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position			
		6.5	Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction			
		6.6	Communicate with any co-workers throughout the manoeuvre where appropriate			
		6.7	Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self			
7	Be able to report and record changes that may affect the individual's care and support plan for assisting and moving	7.1	Describe what changes may occur in relation to <ul style="list-style-type: none"> <li>• The individual</li> <li>• Environment</li> <li>• Equipment</li> </ul> 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 \_\_\_\_\_  
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Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
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# **Unit 41: Understand How to Support Individuals to be Part of a Community**

**Unit reference number: K/504/2195**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 16**

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## **Unit summary**

The aim of this unit is to give learners the knowledge and understanding required to support individuals to be part of a community.

## **Unit assessment requirements/evidence requirements**

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

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 importance of social inclusion for individuals and communities	1.1	Define the concepts of <ul style="list-style-type: none"> <li>• Social inclusion</li> <li>• Social exclusion</li> <li>• Community</li> </ul>			
		1.2	Outline the difference between community presence and community participation			
		1.3	Outline the benefits of social inclusion for <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Communities</li> </ul>			
2	Understand social exclusion and the consequences for individuals and communities	2.1	Identify groups of people who are vulnerable to social exclusion			
		2.2	Describe ways in which individuals may be excluded within local communities			
		2.3	Describe ways to address exclusion within local communities			
		2.4	Describe the consequences of social exclusion for <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Communities</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how the social inclusion of individuals can be supported	3.1	Give examples of key legislation that aims to promote social inclusion and reduce social exclusion			
		3.2	Give examples of how barriers to social inclusion can be addressed to include <ul style="list-style-type: none"> <li>• Positive roles</li> <li>• Positive images</li> <li>• Person centred approaches</li> <li>• Participation and involvement of individuals</li> </ul>			
		3.3	Give examples of roles that support social inclusion			
4	Understand how to support the social inclusion of individuals	4.1	Outline person centred approaches to support social inclusion of individuals to include <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Effective communication</li> </ul>			
		4.2	Give examples of activities that can be used to support an individual to have a positive role within the community			
		4.3	Give examples of ways to support an individual to develop a positive self image and sense of identity within the community			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

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(if sampled)

# **Unit 42: Understand the Benefits of Engaging in Activities in Social Care**

**Unit reference number: K/602/4645**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 16**

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## **Unit summary**

The aim of this unit is to give learners knowledge and understanding of the benefits for individuals of ageing in activities in social care.

## **Unit assessment requirements/evidence requirements**

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

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 impact of activity on physical and mental well-being	1.1	Outline the consequences of prolonged inactivity on an individual's physical and mental state			
		1.2	Describe the ways in which the experience of an activity can be positive			
		1.3	Explain the relationship between a positive experience of an activity and physical and mental well-being			
		1.4	Describe the ways in which the experience of an activity can be negative			
		1.5	Explain the relationship between a negative experience of an activity and physical and mental ill-being			
2	Understand the social benefits of activities	2.1	Describe the social benefits of engaging in person-to-person activity			
		2.2	Describe the social benefits of engaging in group activity			
		2.3	Identify activity approaches that focus on social interaction			
		2.4	Explain how activity provision can be used to encourage social interaction			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how activity can be the basis for a model of care and support	3.1	Describe how care workers can embed activity provision into their existing role			
		3.2	Outline ways in which an activity provider can contribute to an activity-based model of care			
		3.3	Explain how carers can be supported to participate in an activity-based model of care			
		3.4	Outline ways in which activities can be used to create a team culture in a care setting			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

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Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

(if sampled)

# **Unit 43: Understand the Effects of Ageing in Activity Provision**

**Unit reference number: T/502/7599**

**QCF level: 3**

**Credit value: 2**

**Guided learning hours: 17**

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## **Unit summary**

The aim of this unit is to give learners knowledge and understanding of 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.

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 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 \_\_\_\_\_

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(if sampled)

# Unit 44: Administer Medication to Individuals and Monitor the Effects

**Unit reference number:** Y/501/0598

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 30

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## 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

Learners must provide their assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways, taking into account any of the special considerations below.

### Special considerations

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 eg 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

- a) the observation of the candidate working with an individual
- b) confidential care plans and case records, and
- c) the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

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.

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## 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 individual's consent and offer information, support and reassurance throughout in a manner which encourages their cooperation 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			

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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 <ul style="list-style-type: none"> <li>In line with legislation and local policies</li> <li>In a way which minimises pain, discomfort and trauma to the individual</li> </ul>			
		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)*

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# Unit 45: Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia

**Unit reference number:** F/601/3683

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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## Unit summary

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

**This unit forms part of the Dementia pathway within the Pearson Edexcel Level 2 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.

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.

## Unit content

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

*Defining the approach:* the individual at the centre of the planning process, e.g. involved in deciding their own care and support; recognising the hopes, wishes and dreams of an individual; application of Rogers' growth-promoting climate and core conditions of honesty, unconditional positive regard and empathy; Maslow's Hierarchy of Needs; matching staff to individuals to develop rapport; defining the needs and wishes of the individual; promotion of choice; promotion of independence; safeguarding

*Reasons for the approach:* promoting a sense of agency; recognition of personhood; maintenance of self-identity; maintenance of self-respect and dignity of the individual; promotion of quality of life; promotion of wellbeing; promotion of independence; utilising remaining skills; promoting a sense of control; use of the individual's strengths to promote independence; focusing on the whole person

### 2 Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach

*Use of personal information:* to promote mental stimulation and maintain memory; develop positive relationships; develop trust; maximising independence; avoidance of behavioural triggers

*Communication:* use of individuals' preferred methods; use of aids, e.g. advocacy, technology; English as an additional language; communication techniques, e.g. calm and positive facial expressions, use of short sentences, allowing time to process, avoiding direct questions, not contradicting the individual, use of active listening skills, responding to non-verbal communication, making eye contact, appropriate use of touch, respecting personal space; use of reflection to ensure understanding and assess emotional response

*Identifying and managing risks:* providing clear information about available choices, in context; monitoring responses; obtaining feedback on the support and care; consideration of other factors when meeting with the individual e.g. time of day, fluctuation of mood/condition, impact of medication; arranging the environment to maximise communication; balancing rights and risks; use of assistive technologies to minimise risks

*Provision of opportunities:* involvement of family, friends, partners and professionals; use of life histories/biographies; involvement in daily activities and routines to promote a sense of purpose and self-esteem; reference to support and care plan; recognition of culture; recognition of beliefs; use of preferred language; involvement of outside agencies e.g. faith settings, interests and hobbies



### 3 **Be able to involve carers and others in the care and support of individuals with dementia**

*Involvement of carers and others:* carer e.g. partner, family, friends, neighbours; others e.g. care worker, colleagues, managers, social workers, occupational therapists, GP, speech and language therapist, physiotherapist, pharmacist, nurse, psychologist, admiral nurse, IMCA, CPN, dementia care advisers, advocates, support groups; showing respect; providing a welcoming environment; providing information in preferred language, large print; provision of independent interpreters; active listening; encouragement of involvement; listening to the views of carers; provision of emotional support; recognising difficulties experienced by carers; links with voluntary organisations e.g. Alzheimer's Society, Age UK; development of positive relationships; regular communication; attendance of carers at planning meetings; involvement of others, e.g. social workers, nurses, admiral nurses, speech and language therapists, physiotherapists, occupational therapists; a multi-disciplinary/inter-agency approach; sharing information; boundaries and confidentiality; accurate record-keeping

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## 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 a person-centred approach to dementia care and support	1.1	Describe what is meant by a person-centred approach			
		1.2	Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support			
2	Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach	2.1	Explain how information about personality and life history can be used to support an individual to live well with dementia			
		2.2	Communicate with an individual with dementia using a range of methods that meet individual's abilities and needs			
		2.3	Involve an individual with dementia in identifying and managing risks for their care and support plan			
		2.4	Involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences			
3	Be able to involve carers and others in the care and support of individuals with dementia	3.1	Explain how to increase a carer's understanding of dementia and a person-centred approach			
		3.2	Demonstrate how to involve carers and others in the support of an individual with dementia			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

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# Unit 46: Equality, Diversity and Inclusion in Dementia Care Practice

**Unit reference number:** Y/601/9277

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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## Unit summary

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

**This unit forms part of the dementia pathway within the Pearson Edexcel Level 2 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 outcomes 2 and 3 must be assessed in the workplace environment.

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.

## Unit content

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

*Definition of terms:* diversity, equality, inclusion; relating the terms to individuals who have dementia; recognising individuality; application to practice, anti-discriminatory/anti-bias approach to support and care; concept of personhood; rights of the individual; needs and preferences of the individual; importance of faith, culture

*Causes of exclusion:* use of generalised activities; lack of one-to-one activities; not using the individual's preferred method of communication; lack of advocacy; information presented inappropriately e.g. small print, complex terminology, not using the individual's first language; not catching and holding the individual's attention; use of neutral speech tones and body language from staff; lack of respect; not considering an individual's preferences; not considering faith, culture; fear; other illness; poor maintenance of assistive technologies e.g. hearing aids, spectacles; not using the individual's preferred name and title

*Benefits of inclusion:* increased quality of life; recognition of personhood; maintenance of self-identity, self-respect and self-esteem; promotion of independence; use of remaining skills; supporting communication; promotion of wellbeing; rights of the individual; promotion of personal control; sense of agency; legal requirements e.g. Human Rights Act 1998, Disability Discrimination Act 2005

*Factors affecting attitudes towards individuals:* assumptions about reasons for non-involvement of individuals; lack of understanding of characteristics of dementia; stereotyping based on limited experience; not recognising the value of the individual; assumptions about patterns of dementia

## 2 **Be able to apply a person-centred approach in the care and support of individuals with dementia**

*Involvement of individuals:* implementation of the person-centred approach e.g. matching staff to individuals to promote rapport, use of personal information to develop individualised activities, consideration of personal preferences; consideration of life history, e.g. provision of familiar artefacts from home or former employment, use of reminiscence (memory boxes, photographs), maintenance of links with the community

*Effects of dementia patterns:* knowledge of characteristics of dementia; understanding of different types; effects of progression on cognitive abilities; adapting approach to meet current needs; flexible approach to care and support; monitoring of progression of condition and adapting plans; maintenance of a person-centred approach; importance of safeguarding; identifying changing patterns of risk and managing them

*Involvement of carers and others:* sharing information regarding needs and preferences of the individuals; importance of team meetings; family as partners in care and support; presentation of the individual as unique in reports, observations and records; use of the individual's preferred name and title in discussions and planning sessions; matching care and support with the individual's needs and preferences; involvement of others in individualised activities e.g. carers, occupational therapists, physiotherapists, social workers, counsellors

## 3 **Be able to work with a range of individuals who have dementia to ensure diverse needs are met**

*Diversity:* consideration of factors which affect provision of care and support, faith, culture, ethnicity; values and moral choices e.g. vegetarianism/veganism; non-religious beliefs e.g. humanism; provision for religious practice; freedom to opt out e.g. non-attendance at celebrations in the setting; unconditional positive regard; non-judgemental approach; empathy; provision of opportunities which meet the current abilities of individuals; use of preferred names and titles; promoting choices; promoting independence; staff training; monitoring of policies and procedures; use of preferred language; use of interpreters and translators; involvement of cultural and faith representatives where appropriate; examination of personal stereotypes and assumptions; effects of age on the experience of an individual with dementia

*Learning disability:* implementation of a person-centred approach; use of person-centred thinking tools, e.g. one-page profiles, the for/to sort, good day/bad day; supported self-advocacy; importance of listening to the individual; importance of differentiating between level of learning disability and dementia; involvement of individual in all stages of planning; recognition of personhood; promotion of independence; promotion of choices; legislative requirements e.g. Valuing People, Valuing People Now, Mental Capacity Act 2005, Disability Discrimination Act 2005; consideration of culture, faith, values and moral beliefs; provision of opportunities and activities which meet the needs and preferences of the individual

## 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 equality, diversity and inclusion when working with individuals with dementia	1.1	Explain what is meant by <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> </ul>			
		1.2	Explain why an individual with dementia has unique needs and preferences			
		1.3	Describe how an individual with dementia may feel excluded			
		1.4	Describe why it is important to include an individual with dementia in all aspects of care practice			
		1.5	Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to apply a person-centred approach in the care and support of individuals with dementia	2.1	Demonstrate how an individual with dementia has been valued, included and able to engage in daily life			
		2.2	Show how an individual's life history and culture has been taken into consideration to meet their needs			
		2.3	Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences			
		2.4	Demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences			
3	Be able to work with a range of individuals who have dementia to ensure diverse needs are met	3.1	Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met			
		3.2	Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia			
		3.3	Describe how to use a person-centred approach with an individual with a learning disability and dementia			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)



# Unit 47: Understand and Enable Interaction and Communication with Individuals with Dementia

**Unit reference number:** A/601/9434

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 19

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## Unit summary

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

**This unit forms part of the dementia pathway within the Pearson Edexcel Level 2 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.

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.

## Unit content

### 1 Be able to communicate with individuals with dementia

*Effects of memory impairment on verbal language:* choosing incorrect words to express feelings; use of single words to express feelings; use of garbled words, (word salad); choosing words that are similar in meaning or sound; loss of ability to follow a conversation; loss of ability to follow different parts of a conversation; shortened concentration span; effects of forgetting the second language

*Preferred methods of communication:* information from others e.g. family, friends, partners, care workers, social workers, nurses, speech and language therapists, occupational therapists, community psychiatric nurses, physiotherapists; use of records and observations; use of information in care and support plans

*Enhancing interactions:* use of e.g. familiar words, communication passports, communication aids; avoiding topics which may cause distress; recognising effects of hearing and visual impairments; effects of other factors on interactions e.g. anniversaries, competing noises, illness

*A person-centred approach:* not contradicting an individual; use of advocacy; appropriate use of touch; use of respect, use of patience, providing encouragement; use of active listening skills; importance of paying full attention to the individual; importance of positive non-verbal communication; use of individual's own language; allowing time to process; matching staff to individuals to develop rapport; use of reflection to check understanding and underlying emotions; adapting own communication style to meet the needs of individuals; recording and reflecting upon interactions with individuals; unconditional positive regard; use of empathy

### 2 Be able to apply interaction and communication approaches with individuals with dementia

*Facilitation of positive interactions:* techniques, e.g. use of positive eye contact, calm and positive facial expressions, ensuring that the individual can see the care worker clearly, checking understanding, minimising competing noises, use of humour, not causing confusion by offering too many choices; importance of clear speech; use of active listening skills; consideration of other factors e.g. illness, hearing and visual impairments, ill-fitting dentures, emotional distress; use of the individual's preferred method of communication e.g. other spoken language, Makaton, speech mats, pictures; paying full attention to the individual's non-verbal communication

*Use of biographies/histories:* use of familiar artefacts e.g. photographs, pictures, favourite music to stimulate conversations; use of favourite activities; involvement of family, friends and partners to avoid use of inappropriate artefacts; provision of familiar environments e.g. from employment, home or hobbies

## 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 communicate with individuals with dementia	1.1	Describe how memory impairment can affect the ability of an individual with dementia to use verbal language			
		1.2	Gather information from others about an individual's preferred methods of communicating to enhance interaction			
		1.3	Use information about the communication abilities and needs of an individual with dementia to enhance interaction			
		1.4	Use a person-centred approach to enable an individual to use their communication abilities			
		1.5	Demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia			
2	Be able to apply interaction and communication approaches with individuals in dementia	2.1	List different techniques that can be used to facilitate positive interactions with an individual with dementia			
		2.2	Use an individual's biography/history to facilitate positive interactions			
		2.3	Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

DRAFT

# Unit 48: Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks

**Unit reference number:** H/601/9282

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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## Unit summary

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

**This unit forms part of the dementia pathway within the Pearson Edexcel Level 2 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 outcomes 3 and 4 must be assessed in the workplace environment.

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.

## Unit content

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

*Key legislation:* relevant sections from current legislation, e.g. Human Rights Act 1998, Mental Capacity Act 2005, Mental Capacity and Deprivation of Liberty Safeguards 2005, Adults with Incapacity (Scotland) Act 2000, Mental Health Act 2007, Disability Discrimination Act 1995, Safeguarding Vulnerable Groups Act 2006, Carers (Equal Opportunities) Act 2004, No Secrets' – government policy document

*Agreed ways of working:* use of active support; enabling individuals to maximise their own potential and independence; use of advocates and interpreters to enable expression of views, wishes and feelings; involvement of key people; allowing access to information about themselves; involving individuals in identifying and managing risks when planning support and care; involvement of individuals in all aspects of planning their support and care; recognition of risk as an integral part of enjoyment of life

*Recognition of capacity:* 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); assuming capacity unless proved otherwise; consideration of whether capacity may return; seeking the least restrictive option; process of authorisation where deprivation of liberty is the only option; objective assessment of the individual and the situation; process of appeal and review

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

*Provision of intimate care:* use of screens; role of the chaperone; avoidance of unnecessary exposure of the individual; avoidance of unnecessary comments; avoidance of interruptions by other staff unless in an emergency; avoidance of discussion with other members of staff; use of same-gender staff; providing explanations for the individual; identifying unprofessional behaviour

*Respecting personal space:* avoiding inappropriate use of touch; allowing space when working with an individual; not enforcing participation in activities; routines; not assuming friendship; maintenance of the professional relationship; gaining permission to enter personal space, rooms; allowing individuals to be by themselves; not pressuring an individual to discuss issues; not asking direct questions; respecting physical space, e.g. bedroom, handbag, personal belongings; respecting social or emotional space, e.g. personal boundaries, subjective feelings

*Benefits of using life history, culture and skills:* defining the person; concept of personhood; reinforcement of self identity; reinforcement of the uniqueness of the individual; enhancing peace of mind and autonomy by the use of activities which reflect previous expertise and interests; building on strengths; enabling staff to gain an understanding of an individual

### 3 **Be able to support individuals with dementia to achieve their potential**

*Physical environments:* supporting individuals to achieve their potential, e.g. use of assistive technologies to enable routine tasks, accompanying individuals to support rather than 'taking over the task', enhancement of visual access, use of contrasting colours to assist identification of crockery and utensils, effective lighting, control of stimuli, for example noise; safety measures, e.g. safety switches, locks on outside gates, secure storage of household cleaners, removal of hazards

*Social and emotional environments:* supporting individuals to achieve their potential, e.g. expression of feelings, sharing activities with friends, positive reinforcement for success or attempts, physical exercise, use of reminiscence, activities which use current skills, maintenance of community links, use of sensory stimulation, positive responses to affection, positive verbal and non-verbal communication; a consistent approach

*Enabling personal care activities:* providing privacy; ensuring personal comfort; providing limited choices to prevent confusion; providing necessary prompts, one at a time; using simple language when guiding; laying out clothes/equipment in the order of use; use of familiar routines; observing safety measures; use of positive reinforcement

*Enabling attitudes:* expectations of others; raising the expectations of the individual; recognition of personhood; preservation of self-respect and self-identity; promotion of self-belief; promotion of independence

### 4 **Be able to work with carers who are caring for individuals with dementia**

*Common anxieties:* ability to cope; financial concerns; feelings of failure; effects on personal relationships; safety issues; prognosis and life-expectancy of the individual

*Legal rights of carers:* assessment of relative's suitability for residential placement; means-tested carers allowance for care/respite care; financial assessment under the Carers Equal Opportunities Act 2004; Care Programme Approach Assessment of needs under the National Service Framework for Mental Health

*Involvement of carers:* listening to concerns; discussion of safety measures; involvement of key personnel in discussions with carers, e.g. physiotherapists, occupational therapists, care staff, dementia support workers; provision of factsheets; encouraging the promotion of independence; involvement in planning support and care; identifying risks as an integral part of life; use of advocates and interpreters; partnership approach

*Restriction of independence:* preventing choices; over-assessment of perceived risks; performing personal care tasks for the individual; restriction of movements; inability to access support services; influencing the wishes of the individual, speaking for them

*Support for carers:* involvement in all aspects of planning support and care; forming positive relationships; working in partnership with carers; use of a person-centred approach to working with carers; encouragement to allow the individual to have control; modelling good practice; provision of factsheets/other sources of information; linking with support groups; suggestions for activities

## 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 ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1	Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia			
		1.2	Describe how agreed ways of working relate to the rights of an individual with dementia			
		1.3	Explain why it is important not to assume that an individual with dementia cannot make their own decisions			
		1.4	Explain how the best interests of an individual with dementia must be included when planning and delivering care and support			
		1.5	Explain what is meant by providing care and support to an individual with dementia in the least restrictive way			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	2.1	Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia			
		2.2	Give examples of how to show respect for the physical space of an individual with dementia			
		2.3	Give examples of how to show respect for the social or emotional space of an individual with dementia			
		2.4	Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity			
		2.5	Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia			
3	Support individuals with dementia to achieve their potential	3.1	Demonstrate how the physical environment may enable an individual with dementia to achieve their potential			
		3.2	Demonstrate how the social environment may enable an individual with dementia to achieve their potential			
		3.3	Support an individual with dementia to use their abilities during personal care activities			
		3.4	Explain how the attitudes of others may enable an individual with dementia to achieve their potential			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work with carers who are caring for individuals with dementia	4.1	Identify some of the anxieties common to carers of an individual with dementia			
		4.2	Outline the legal rights of the carer in relation to an individual with dementia			
		4.3	Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm			
		4.4	Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices			
		4.5	Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential			

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

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 26

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## 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.

## 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

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.

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## 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 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 meal times for an individual with dementia are planned to support his/her ability to eat and drink			
		3.3	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed			
		3.4	Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia			

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 Risk

**Unit reference number:** A/601/9191

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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## Unit summary

This unit is about developing the learner's knowledge, understanding and skills in enabling the rights and choices of the individual with dementia whilst minimising risks.

## Unit assessment requirements/evidence requirements

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

### Additional information

#### 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.

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

## **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

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.

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## 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 \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

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

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## 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.

## 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.

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 factors that can affect interactions and communication of individuals with dementia	1.1	Explain how different forms of dementia may affect the way an individual communicates			
		1.2	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia			
		1.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment			
		1.4	Describe the impact the behaviours of carers and others may have on an individual with dementia			
2	Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1	Demonstrate how to use different communication techniques with an individual who has dementia			
		2.2	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia			
		2.3	Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others			

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 interactions and a validation approach			
		4.2	Demonstrate a positive interaction with an individual who has dementia			
		4.3	Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia			
		4.4	Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia			
		4.5	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia			

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

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 31

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## 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 a person-centred approach.

## 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

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 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 <ul style="list-style-type: none"> <li>• Who have a learning disability</li> <li>• Who are from different ethnic backgrounds</li> <li>• Who are at the end of life</li> </ul>			
		1.4	Describe how the experience of an individual's dementia may impact on carers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of diversity, equality and inclusion in dementia care and support	2.1	Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support			
		2.2	Describe the ways in which an individual with dementia may be subjected to discrimination and oppression			
		2.3	Explain the potential impact of discrimination on an individual with dementia			
		2.4	analyse how diversity, equality and inclusion are addressed in dementia care and support			
3	Be able to work in a person centred manner to ensure inclusivity of the individual with dementia	3.1	Demonstrate how to identify an individual's uniqueness			
		3.2	Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion			
		3.3	Demonstrate practical ways of helping an individual with dementia to maintain their dignity			
		3.4	Demonstrate how to engage and include an individual with dementia in daily life			
4	Be able to work with others to encourage support for diversity and equality	4.1	Work with others to promote diversity and equality for individuals with dementia			
		4.2	Demonstrate how to share the individual's preferences and interests with others			
		4.3	Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

DRAFT

# Unit 53: Provide Support for Therapy Sessions

**Unit reference number:** D/601/9023

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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## 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 participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

## 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

**Therapy sessions** may include

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

**Others** may include

- Therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's 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.

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.

DRAFT

## 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 benefits of therapy sessions	1.1	Identify different types of therapy sessions in which an individual may participate			
		1.2	Describe how therapy sessions can benefit an individual			
2	Be able to prepare for therapy sessions	2.1	Establish own responsibilities in preparing for a therapy session			
		2.2	Identify with the individual their preferences and requirements for the therapy session			
		2.3	Follow instructions to prepare the environment, materials, equipment and self for the session			
3	Be able to provide support in therapy sessions	3.1	Provide support during a therapy session that takes account of <ul style="list-style-type: none"> <li>• The therapist's directions</li> <li>• The individual's preferences and requirements</li> </ul>			
		3.2	Promote active participation during the session			
		3.3	Describe ways to overcome fears or concerns an individual may have about a therapy session			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to observe and record therapy sessions	4.1	Agree what observations need to be carried out during therapy sessions			
		4.2	Agree how observations will be recorded			
		4.3	Carry out agreed observations			
		4.4	Record agreed observations as required			
5	Be able to contribute to the review of therapy sessions	5.1	Contribute to a review of therapy sessions to identify issues and progress			
		5.2	Contribute to agreeing changes to therapy sessions with the individual and others			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*



# Unit 54: Provide Support for Mobility

**Unit reference number:** H/601/9024

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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## Unit summary

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

## 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 situation.

### Additional information

**Mobility activities** may include

- exercises
- Physiotherapy
- occupational therapy
- household activities
- group activities

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

**Others** may include

- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's wellbeing

**Mobility equipment and appliances** may include

- wheelchairs
- sticks
- walking frames
- custom-made appliances

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

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.

DRAFT

## 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 mobility	1.1	Define mobility			
		1.2	Explain how different health conditions may affect and be affected by mobility			
		1.3	Outline the effects that reduced mobility may have on an individual's wellbeing			
		1.4	Describe the benefits of maintaining and improving mobility			
2	Be able to prepare for mobility activities	2.1	Agree mobility activities with the individual and others			
		2.2	Remove or minimise hazards in the environment before a mobility activity			
		2.3	Check the suitability of an individual's clothing and footwear for safety and mobility			
		2.4	Check the safety and cleanliness of mobility equipment and appliances			
3	Be able to support individuals to keep mobile	3.1	Promote active participation during a mobility activity			
		3.2	Assist an individual to use mobility appliances correctly and safely			
		3.3	Give feedback and encouragement to the individual during mobility activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to observe, record and report on activities to support mobility	4.1	Observe an individual to monitor changes and responses during a mobility activity			
		4.2	Record observations of mobility activity			
		4.3	Report on progress and/or problems relating to the mobility activity including <ul style="list-style-type: none"> <li>• Choice of activities</li> <li>• Equipment</li> <li>• Appliances</li> <li>• The support provided</li> </ul>			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

# Unit 55: Provide Support to Manage Pain and Discomfort

**Unit reference number:** K/601/9025

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## 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	Explain the importance of a holistic approach to managing pain and discomfort			
		1.2	Describe different approaches to alleviate pain and minimise discomfort			
		1.3	Outline agreed ways of working that relate to managing pain and discomfort			
2	Be able to assist in minimising individuals' pain or discomfort	2.1	Describe how pain and discomfort may affect an individual's 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)

DRAFT

# Unit 56: Contribute to Monitoring the Health of Individuals Affected by Health Conditions

**Unit reference number:** M/601/9026

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 18

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## 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 observe, monitor, record and report on the health of individuals affected by health conditions.

## 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

**Health** may include aspects that affect

- physical health
- psychological wellbeing

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

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

**Observations** may include

- informal observations
- physical measurements
- other agreed ways of monitoring



**Others** may include

- the individual
- family members
- line manager
- other professionals
- others who are important to the individual's wellbeing

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.

DRAFT

## 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 monitoring of the health of individuals affected by health conditions	1.1	Explain the importance of monitoring the health of individuals affected by a health condition			
		1.2	Describe ways in which the health of individuals can be monitored			
2	Be able to carry out observations of the health of individuals affected by health conditions	2.1	Identify what observations have been agreed to monitor the health condition of an individual			
		2.2	Carry out required observations in ways that <ul style="list-style-type: none"> <li>• Respect the individual's dignity and privacy</li> <li>• Reassure the individual and minimise any fears or concerns</li> <li>• Follow agreed ways of working</li> </ul>			
3	Be able to record and report on observations	3.1	Record required indicators of an individual's condition			
		3.2	Report changes in the individual's condition, in line with agreed ways of working			
		3.3	Explain when changes may be needed to usual recording and reporting requirements about an individual's health condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to respond to changes in an individual's condition	4.1	Take immediate action in line with agreed ways of working when changes in an individual's health cause concern			
		4.2	Work with others to review information about changes in an individual's health			
		4.3	Clarify own understanding about changes to requirements for monitoring			
		4.4	Implement required changes to monitoring processes			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

# Unit 57: Support Individuals to Carry out their Own Healthcare Procedures

**Unit reference number:** D/601/8017

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## 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 carry out their own healthcare procedures safely.

## 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
- friends
- advocates
- healthcare professionals
- others who are important to the individual's wellbeing

**Correct techniques** may include

- timings
- hygiene
- use of equipment
- safe disposal
- recording

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

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

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.

DRAFT

## 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 healthcare procedures likely to be undertaken by individuals	1.1	Identify treatments and physical measurements likely to be undertaken by individuals			
		1.2	Explain reasons why physical measurements and specimens might need to be taken			
		1.3	Describe possible adverse reactions individuals may experience when undertaking their own healthcare procedures			
2	Be able to support individuals to prepare to carry out their own healthcare procedures	2.1	Establish with others own role in supporting individuals to carry out their own healthcare procedures			
		2.2	Promote safe storage of supplies			
		2.3	Support the individual to prepare equipment and the environment to carry out procedures			
		2.4	Support the individual's understanding about correct techniques for procedures			
		2.5	Check the individual's understanding about when to seek advice or take immediate action when carrying out healthcare procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to carry out healthcare procedures	3.1	Assist the individual to carry out healthcare procedures in a way that promotes active participation			
		3.2	Promote safe disposal of supplies used for procedures			
		3.3	Support the individual to record measurements and store records safely			
4	Be able to monitor healthcare procedures undertaken by individuals	4.1	Monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual			
		4.2	Record and report any adverse reactions or other concerns, in line with agreed ways of working			
		4.3	Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_

# Unit 58: Support Participation in Learning and Development Activities

**Unit reference number:** Y/601/8632

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## 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 take part in a range of 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 and 5 must be assessed in a real work environment.

### Additional information

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

**Activities for learning and development** may include

- intellectual pursuits
- activities to promote fitness or mobility
- activities relating to skills development
- activities to promote participation and interaction

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



**Others** may include

- family members
- advocates
- line manager
- specialists
- others who are important to the individual's wellbeing

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.

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## 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 to take into account when supporting individuals to take part in activities for learning and development	1.1	Identify different reasons why individuals may take part in activities for learning or development			
		1.2	Describe the benefits of different activities for learning or development in which individuals may take part			
		1.3	Describe possible barriers to individuals engaging in learning or development activities			
		1.4	Explain why active participation is important when supporting individuals in learning or development activities			
		1.5	Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity			
2	Be able to support individuals to prepare for taking part in learning and development activities	2.1	Support an individual to make informed decisions about their participation in a learning or development activity			
		2.2	Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity			
		2.3	Support the individual before a learning or development activity to minimise any barriers to their participation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to preparing the environment and resources for learning and development activities	3.1	Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity			
		3.2	Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity			
4	Be able to support individuals to take part in learning and development activities	4.1	Describe different ways of supporting the individual to take part in learning or development activities			
		4.2	Provide the agreed type and level of support to enable the individual to engage in an activity			
		4.3	Adapt support to reflect changing needs, wishes, achievements or levels of participation			
		4.4	Explain what action to take if the individual becomes distressed or feels unable to continue			
		4.5	Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity			
		4.6	Complete required records about the learning or development activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to contribute to the evaluation of learning or development activities	5.1	Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual			
		5.2	Support the individual to provide feedback on the activity and the support provided			
		5.3	Work with the individual and others to evaluate the learning or development activity			
		5.4	Work with the individual and others to agree and make changes to a learning or development activity or the support provided			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 59: Support Independence in the Tasks of Daily Living

**Unit reference number:** T/601/8637

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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## 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 in the tasks of daily living and promote their independence in these areas.

## 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

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

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

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

**Others** may include

- family or friends of the individual
- advocate
- line manager

**Difficulties or concerns** may include

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

**A healthy diet** is one that

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

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.

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## 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 principles for supporting independence in the tasks of daily living	1.1	Explain how individuals can benefit from being as independent as possible in the tasks of daily living			
		1.2	Explain how active participation promotes independence in the tasks of daily living			
		1.3	Describe how daily living tasks may be affected by an individual's culture or background			
		1.4	Explain the importance of providing support that respects the individual's culture and preferences			
		1.5	Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living			
		1.6	Explain why it is important to establish roles and responsibilities for providing support			
2	Be able to establish what support is required for daily living tasks	2.1	Access information about support for daily living tasks, using an individual's care plan and agreed ways of working			
		2.2	Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks			
		2.3	Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide support for planning and preparing meals	3.1	Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences			
		3.2	Support the individual to store food safely			
		3.3	Support the individual to prepare food in a way that promotes active participation and safety			
4	Be able to provide support for buying and using household and personal items	4.1	Identify different ways of buying household and personal items			
		4.2	Work with the individual to identify household and personal items that are needed			
		4.3	Support the individual to buy items in their preferred way			
		4.4	Support the individual to store items safely			
		4.5	Support the individual to use items safely			
5	Be able to provide support for keeping the home clean and secure	5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety			
		5.2	Describe different risks to home security that may need to be addressed			
		5.3	Support the individual to use agreed security measures			
6	Be able to identify and respond to changes needed in support for daily living tasks	6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks			
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required			
		6.3	Adapt support in agreed ways to address concerns, changes or increased independence			



Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

DRAFT

# Unit 60: Provide Support for Journeys

**Unit reference number:** A/601/8025

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

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## Unit summary

This unit is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills needed to support individuals to make journeys.

## 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.

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 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 61: Provide Support for Leisure Activities

**Unit reference number:** F/601/8026

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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## Unit summary

This unit is aimed at those working in a wide range of settings. This unit provides the learner with the knowledge and skills required to support and encourage individuals to access, participate in and review their leisure activities.

## 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

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

- health and wellbeing
- the environment
- equipment and materials used
- abilities of individual and others
- others involved

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

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 role that leisure activities play in wellbeing	1.1	Identify different activities that may be regarded as leisure activities			
		1.2	Explain how participation in leisure activities aids the wellbeing of individuals			
		1.3	Describe the potential benefits of trying out new leisure activities from time to time			
2	Be able to support individuals to identify and plan for leisure activities	2.1	Identify with the individual their recreational needs, preferences and interests			
		2.2	Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests			
		2.3	Agree with the individual the level and type of support needed for participation in a leisure activity			
		2.4	Work with the individual and others to develop a plan to support participation in a leisure activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to encourage and support individuals to participate in leisure activities	3.1	Support the individual in line with the plan and in a way that promotes active participation			
		3.2	Provide encouragement and positive reinforcement for the activity			
		3.3	Adjust support in response to any changes or difficulties encountered			
		3.4	Describe how and when to access additional information or support about participation in a leisure activity			
4	Be able to contribute to the review and revision of support for leisure activities	4.1	Identify with the individual the process for reviewing their leisure activities			
		4.2	Seek feedback from the individual on the leisure activity and the support provided			
		4.3	Carry out agreed role in contributing to the review			
		4.4	Implement agreed changes to the plan			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 62: Support Individuals to Access and Use Information about Services and Facilities

**Unit reference number:** A/601/7926

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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## 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 give feedback on information about 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

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

**Services and facilities** may include

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

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

**Issues or concerns** may include those relating to

- ineligibility
- lack of availability
- conditions for access

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	Know ways to support individuals to access information on services and facilities	1.1	Identify the types of services and facilities about which individuals may require information			
		1.2	Identify possible barriers to accessing and understanding information			
		1.3	Describe ways to overcome barriers to accessing information			
		1.4	Identify a range of formats, translations and technology that could make information more accessible for individuals			
		1.5	Describe types of support individuals may need to enable them to identify and understand information			
2	Be able to work with individuals to select and obtain information about services and facilities	2.1	Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities			
		2.2	Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes			
		2.3	Support an individual to obtain selected information in their preferred format and language			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to working with individuals to access and use information about services and facilities	3.1	Support an individual to access the content of information about services and facilities			
		3.2	Demonstrate ways to check an individual's understanding of the information			
		3.3	Work with an individual to access a service or facility using the information, in ways that promote active participation			
		3.4	Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information			
4	Be able to support individuals to evaluate the information accessed on services and facilities	4.1	Support an individual to give feedback on whether information on services and facilities has met their needs and preferences			
		4.2	Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information			
		4.3	Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 63: Support Individuals Who are Distressed

**Unit reference number:** L/601/8143

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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## 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 to individuals through periods of distress.

## 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

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 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 wellbeing			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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 64: Support Care Plan Activities

**Unit reference number:** R/601/8015

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 13

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## 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 and implement activities within a care plan and contribute to the review of activities.

## Unit assessment requirements/evidence requirements

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

Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.

### Additional information

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

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

**Others** may include

- the individual
- family members
- advocate
- line manager
- other professionals

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

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

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	Be able to prepare to implement care-plan activities	1.1	Identify sources of information about the individual and specific care-plan activities			
		1.2	Establish the individual's preferences about carrying out care-plan activities			
		1.3	Confirm with others own understanding of the support required for care-plan activities			
2	Be able to support care-plan activities	2.1	Provide support for care-plan activities in accordance with the care plan and with agreed ways of working			
		2.2	Encourage the active participation of an individual in care-plan activities			
		2.3	Adapt actions to reflect the individual's needs or preferences during care-plan activities			
3	Be able to maintain records of care-plan activities	3.1	Record information about implementation of care-plan activities, in line with agreed ways of working			
		3.2	Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care-plan activities may need to be revised			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to reviewing activities in the care-plan	4.1	Describe own role and roles of others in reviewing care-plan activities			
		4.2	Seek feedback from the individual and others on how well specific care-plan activities meet the individual's needs and preferences			
		4.3	Contribute to review of how well specific care-plan activities meet the individual's needs and preferences			
		4.4	Contribute to agreement on changes that may need to be made to the care-plan			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)



## Unit 65:

## Support Individuals to Eat and Drink

**Unit reference number:** M/601/8054

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### Unit summary

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

### 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

**Suitable options** will take account of

- expressed wishes and preferences
- general nutrition principles
- specific dietary requirements
- religious, cultural and personal beliefs
- resources available

Ways to **prepare** to eat and drink may include

- choosing where to eat
- choosing with whom to eat
- protecting clothes from potential spills
- taking up a comfortable position

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

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

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.

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## 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 make choices about food and drink	1.1	Establish with an individual the food and drink they wish to consume			
		1.2	Encourage the individual to select suitable options for food and drink			
		1.3	Describe ways to resolve any difficulties or dilemmas about the choice of food and drink			
		1.4	Describe how and when to seek additional guidance about an individual's choice of food and drink			
2	Be able to prepare to provide support for eating and drinking	2.1	Identify the level and type of support an individual requires when eating and drinking			
		2.2	Demonstrate effective hand-washing and use of protective clothing when handling food and drink			
		2.3	Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences			
		2.4	Provide suitable utensils to assist the individual to eat and drink			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to provide support for eating and drinking	3.1	Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking			
		3.2	Support the individual to consume manageable amounts of food and drink at their own pace			
		3.3	Provide encouragement to the individual to eat and drink			
		3.4	Support the individual to clean themselves if food or drink is spilt			
		3.5	Adapt support in response to an individual's feedback or observed reactions while eating and drinking			
4	Be able to clear away after food and drink	4.1	Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away			
		4.2	Confirm that the individual has finished eating and drinking			
		4.3	Clear away used crockery and utensils in a way that promotes active participation			
		4.4	Support the individual to make themselves clean and tidy after eating or drinking			
5	Be able to monitor eating and drinking and the support provided	5.1	Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter			
		5.2	Carry out and record agreed monitoring processes			
		5.3	Report on the support provided for eating and drinking in accordance with agreed ways of working			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

DRAFT

# Unit 66: Support Individuals to Meet Personal Care Needs

**Unit reference number:** F/601/8060

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 16

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## Unit summary

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers how to support the individual to use the toilet facilities, maintain personal hygiene and manage their personal appearance.

## 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

**Personal care** in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance.

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

**Toilet facilities** may include

- toilet
- commode
- bedpan
- urinal

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

Activities an individual may use to **manage their personal appearance** may include

- hair-care
- nail-care
- shaving
- skin-care
- use of cosmetics
- use of prostheses and orthoses

**Others** may include

- family
- friends
- advocates
- specialists
- healthcare professionals
- others who are important to the individual's wellbeing

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



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

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

DRAFT

# Unit 67: Support Individuals to Manage Continence

**Unit reference number:** J/601/8058

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 19

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## Unit summary

This unit is aimed at those who work in a wide range of settings.

The unit provides the learner with the knowledge and skills needed to support individuals to manage continence.

It covers the factors affecting continence, the management of continence and the use of continence equipment.

## 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

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

**Lifestyle** factors affecting continence may include

- diet
- patterns of eating and drinking
- exercise and mobility
- use of medication
- daily routines

**Equipment** may include

- pads
- commode
- bedpan
- urinal

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

**Risks** may include risks to

- the individual
- the learner
- others

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.

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## 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 affect the management of continence	1.1	Explain how difficulties with continence can affect an individual's self-esteem, health and their day-to-day activities			
		1.2	List common causes of difficulties with continence			
		1.3	Explain how an individual's personal beliefs and values may affect the management of continence			
		1.4	Describe ways to protect an individual's privacy whilst managing continence			
2	Be able to support individuals to manage their own continence	2.1	Encourage an individual to express preferences and concerns about continence needs			
		2.2	Support the individual to understand the effects of lifestyle on continence			
		2.3	Explain how and when to access additional guidance about support for continence			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the use of equipment to manage continence	3.1	Access information about continence equipment recommended for the individual			
		3.2	Agree with the individual their preferred times and places for using continence equipment			
		3.3	Agree the level and type of support required for use of equipment			
		3.4	Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation			
4	Be able to support continence safely	4.1	Identify risks that may arise while supporting continence			
		4.2	Encourage the individual to maintain personal hygiene whilst managing continence			
		4.3	Dispose of used equipment and soiled materials safely			
		4.4	Ensure the environment is clean, tidy and accessible before and after use			
		4.5	Use protective equipment, protective clothing and hygiene techniques to minimise risks			
5	Be able to monitor and report on support for managing continence	5.1	Use agreed processes to monitor continence and support for managing continence			
		5.2	Record and report on support for managing continence in agreed ways			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

DRAFT

# Unit 68: Provide Agreed Support for Foot Care

**Unit reference number:** R/601/8063

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## Unit summary

This unit is aimed at those who working in a wide range of settings.

It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

## Unit assessment requirements/evidence requirements

### Assessment 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

**Medical conditions** may include

- diabetes
- arthritis
- peripheral vascular disease
- eczema
- hallux abductovalgus operations

**Assessed foot-care needs** are the needs and treatments specified for an individual by a podiatrist.

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



**Equipment** may include

- rasps
- files
- scissors
- forceps
- drills
- probes

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

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.

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## 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 causes of foot and toenail abnormalities	1.1	Describe the effects of common medical conditions on the feet and toenails			
		1.2	Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails			
2	Be able to prepare to provide support for assessed foot-care needs	2.1	Ascertain information about an individual's assessed foot care needs			
		2.2	Ensure the setting for foot-care meets the individual's preferences and maintains privacy			
		2.3	Prepare the equipment required for treatment			
		2.4	Prepare the individual's feet for treatment, in a way that promotes active participation			
		2.5	Describe how and when to access additional guidance about assessed foot-care needs			
3	Be able to promote the individual's engagement in their own foot care	3.1	Support the individual's understanding of any treatments, equipment or dressings to be used			
		3.2	Invite feedback from the individual on how their foot-care is carried out			
		3.3	Explain why advice should not be given unless agreed with the podiatrist			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide foot care safely	4.1	Carry out agreed foot-care treatments in accordance with instructions			
		4.2	Operate equipment safely and in accordance with instructions			
		4.3	Use protective equipment, protective clothing and hygiene techniques to minimise risks			
		4.4	dispose of waste products safely			
5	Be able to record and report on foot care	5.1	Record the condition of the individual's feet before treatment			
		5.2	Record treatments carried out			
		5.3	Explain how to record any adverse reactions or responses to treatments or dressings			
		5.4	Report on foot-care treatments, conditions and reactions in agreed ways			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_

# Unit 69: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure

**Unit reference number:** R/601/7902

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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## 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.

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	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)*

DRAFT



# Unit 70: Contribute to the Care of a Deceased Person

**Unit reference number:** R/601/8256

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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## 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 contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

## 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 those involved.

### Additional information

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

**Others** may include

- family
- friends
- own colleagues
- others who were involved in the life of the individual

**Appropriate organisations** may include

- mortuary
- funeral directors
- places of worship

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	Know the factors that affect how individuals are cared for after death	1.1	Outline legal requirements and agreed ways of working that underpin the care of deceased individuals			
		1.2	Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for			
		1.3	Identify the physical changes that take place after death and how this may affect laying out and moving individuals			
		1.4	Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals			
		1.5	Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions			
2	Be able to contribute to supporting those who are close to deceased individuals	2.1	Describe the likely immediate impact of an individual's death on others who are close to the deceased individual			
		2.2	Support others immediately following the death of the individual in ways that <ul style="list-style-type: none"> <li>• Reduce their distress</li> <li>• Respect the deceased individual</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to preparing deceased individuals prior to transfer	3.1	Follow agreed ways of working to ensure that the deceased person is correctly identified			
		3.2	Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture			
		3.3	Use protective clothing to minimise the risk of infection during preparation of the deceased individual			
		3.4	Contribute to recording any property and valuables that are to remain with the deceased individual			
4	Be able to contribute to transferring deceased individuals	4.1	Carry out agreed role in contacting appropriate organisations			
		4.2	Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual			
		4.3	Record details of the care and transfer of the deceased person in line with agreed ways of working			
5	Be able to manage own feelings in relation to the death of individuals	5.1	Identify ways to manage own feelings in relation to an individual's death			
		5.2	Utilise support systems to deal with own feelings in relation to an individual's death			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

DRAFT

# Unit 71: Contribute to Supporting Group Care Activities

**Unit reference number:** L/601/9471

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## 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 participate in and enjoy group care 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 and 4 must be assessed in a real work environment.

### Additional information

**Group care activities** may include

- recreational or leisure activities
- visits outside the usual setting
- social activities

**Individuals** are those requiring care or support

**Wellbeing** includes the following aspects

- physical
- emotional
- social
- spiritual

**Others** may include

- carers and family members
- line manager
- therapists or other specialists who may recommend group care activities
- the local community

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to the evaluation of group care activities	4.1	Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities			
		4.2	Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities			
		4.3	Describe ways to ensure that individuals and others are actively involved in the evaluation			
		4.4	Contribute to agreeing changes to activities or processes to improve outcomes for individuals			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

(if sampled)



# Unit 72: Undertake Agreed Pressure Area Care

**Unit reference number:** T/601/8721

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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## 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 <ul style="list-style-type: none"> <li>• Materials</li> <li>• Equipment</li> <li>• Resources</li> </ul>			
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 <ul style="list-style-type: none"> <li>• Respects the individual's dignity and privacy</li> <li>• Maintains safety</li> <li>• Ensures the individual's comfort</li> <li>• Promotes active participation</li> <li>• Promotes partnership working</li> </ul>			
		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 \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_

# Unit 73: Support Individuals Undergoing Healthcare Activities

**Unit reference number:** L/601/8725

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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## Unit summary

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

## 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

**Prepare and position** includes assisting the individual to move into the required position

### Others may include

- the individual
- family members
- line manager
- other health professionals
- others who are important to the individual's wellbeing

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 healthcare activities in order to support individuals	1.1	Describe relevant anatomy and physiology in relation to the healthcare activity			
		1.2	Explain the purposes and use of medical equipment and devices required for the procedure			
		1.3	Explain the roles and responsibilities of team members			
		1.4	State protection/precautionary measures appropriate to the procedure being carried out <ul style="list-style-type: none"> <li>• How they should be applied</li> <li>• The implications and consequences of not applying these measures</li> </ul>			
		1.5	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states			
		1.6	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare individuals to undergo healthcare activities	2.1	Confirm the individual's identity and gain valid consent			
		2.2	Describe any concerns and worries that an individual may have in relation to healthcare activities			
		2.3	Describe ways of responding to these concerns			
		2.4	Explain the procedure to the individual			
		2.5	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences			
		2.6	Refer any concerns or questions to others if unable to answer			
		2.7	Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times			
3	Be able to support individuals undergoing healthcare activities	3.1	Inform and reassure individuals			
		3.2	Apply standard precautions for infection prevention and control			
		3.3	Apply health and safety measures relevant to the healthcare activity and environment			
		3.4	Recognise any ill-effects or adverse reactions			
		3.5	Take actions in response to any ill-effects or adverse reactions			
		3.6	Ensure that an individual's privacy and dignity is maintained at all times			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals following the healthcare activities	4.1	Provide the individual with the facilities and support for the period of recovery			
		4.2	Monitor an individual and recognise signs of ill-effects or adverse reactions			
		4.3	Take action in response to any ill-effects or adverse reactions			
		4.4	Give individuals and relevant others instructions and advice where this is within own role			
		4.5	Confirm any requirements for transport and escorts			
		4.6	Maintain confidentiality of information in accordance with guidelines and procedure			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_



# Unit 74: Obtain and Test Capillary Blood Samples

**Unit reference number:** T/601/8850

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit summary

This unit is aimed at health and social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

## 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

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to obtain capillary blood samples	4.1	Apply health and safety measures relevant to the procedure and environment			
		4.2	Apply standard precautions for infection prevention and control			
		4.3	Describe the different reasons for obtaining capillary blood samples			
		4.4	Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual			
		4.5	Use the selected materials, equipment and containers/slides in accordance with agreed procedures correctly			
		4.6	Obtain blood samples in the correct sequence when obtaining multiple samples			
		4.7	Ensure stimulation of blood flow			
		4.8	Select alternative sites where necessary			
		4.9	Carry out the correct procedure for encouraging closure and blood clotting at the site			
		4.10	Respond to any indication of an adverse reaction, complication or problem during the procedure			
		4.11	Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include <ul style="list-style-type: none"> <li>• Legibility of labelling and documentation</li> <li>• Temperature control of storage</li> <li>• Immediacy of transportation</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.12	Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications			
5	Be able to test and record the results of blood samples	5.1	Test the sample, using the approved method in line with organisational procedure			
		5.2	Describe normal or expected results for particular tests			
		5.3	Recognise and interpret normal, expected and abnormal results			
		5.4	Ensure that results are passed on to an appropriate staff member for interpretation as required			
		5.5	Record results fully and accurately and forward according to local requirements			
6	Be able to pass on the results of blood samples	6.1	Communicate the results of the tests and any further action required to the individual			
		6.2	Respond to questions and concerns from individuals providing accurate information			
		6.3	Refer issues outside own responsibility to an appropriate staff member			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

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Date \_\_\_\_\_

(if sampled)

# Unit 75: Obtain and Test Specimens from Individuals

**Unit reference number:** J/601/8853

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 12

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## Unit summary

This unit is aimed at those working in healthcare settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

## 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

**Different types of specimens** – excludes blood

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

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

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 processes involved in obtaining and testing specimens from individuals	1.1	Identify the different types of specimens that may be obtained			
		1.2	Describe the tests and investigations that may be carried out upon the specimens			
		1.3	Identify the correct equipment and materials used in the collection and transport of specimens			
2	Be able to prepare to obtain specimens from individuals	2.1	Confirm the individual's identity and obtain valid consent			
		2.2	Ensure the individual's privacy and dignity is maintained at all times			
		2.3	Identify any aspects of the individual's ethnic and religious background which might affect the procedure			
		2.4	Communicate with the individual in a medium appropriate to their needs and preferences			
		2.5	Demonstrate that the required preparations have been completed including materials and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to obtain specimens from individuals	3.1	Provide the correct container for the individual to be able to provide the specimen for themselves			
		3.2	Collect the specimen where the individual cannot provide the specimen for themselves			
		3.3	Describe possible problems in collecting specimens and how and when these should be reported			
		3.4	Demonstrate the correct collection, labelling and storage of specimens			
		3.5	Complete and attach relevant documentation			
4	Be able to test specimens	4.1	Demonstrate the appropriate tests for a range of specimens obtained			
		4.2	Demonstrate appropriate health and safety measures relevant to the procedure and environment to include <ul style="list-style-type: none"> <li>• Standard precautions for infection prevention and control</li> <li>• Use of personal protective equipment</li> </ul>			
5	Be able to report on the outcomes on the test of specimens	5.1	Show the correct process for reporting and recording test results			
		5.2	Describe the actions to be taken when the results are outside the normal range			
		5.3	Communicate test results in accordance with agreed ways of working			
		5.4	Describe why it is important to understand the implications the test results may have on the individual			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	6.1	Explain current legislation, national guidelines, organisational policies and protocols which affect working practice			
		6.2	Identify the potential hazards and other consequences related to incorrect labelling of specimens			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)



# Unit 76: Move and Position Individuals in Accordance with their Plan of Care

**Unit reference number:** J/601/8027

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 26

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## 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 <ul style="list-style-type: none"> <li>The individual's care plan</li> <li>The moving and handling risk-assessment</li> </ul>			
		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 <ul style="list-style-type: none"> <li>Adequate space for the move in agreement with all concerned</li> <li>That potential hazards are removed</li> </ul>			
		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 <ul style="list-style-type: none"> <li>Understand the details and reasons for the action/activity being undertaken</li> <li>Agree the level of support required</li> </ul>			
		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 <ul style="list-style-type: none"> <li>Using the agreed technique</li> <li>In a way that will avoid causing undue pain or discomfort</li> </ul>			
		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)

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# Unit 77: Meet Food Safety Requirements when Providing Food and Drink for Individuals

**Unit reference number:** T/601/9450

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## 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 meet food safety requirements when preparing, serving, clearing away and storing food.

## 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

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

### Others may include

- the individual
- family and friends of the individual
- colleagues

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

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



Learner name \_\_\_\_\_ Date \_\_\_\_\_  
Learner signature \_\_\_\_\_ Date \_\_\_\_\_  
Assessor signature \_\_\_\_\_ Date \_\_\_\_\_  
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(if sampled)

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# Unit 78: Provide Support for Sleep

**Unit reference number:** Y/601/9490

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 13

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## 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 establish conditions suitable for sleep and support the individual to sleep.

## 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

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

**Others** may include

- family
- friends
- advocates
- line manager
- health professionals
- others who are important to the individual's wellbeing

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 importance of sleep	1.1	Explain how sleep contributes to an individual's wellbeing			
		1.2	Identify reasons why an individual may find it hard to sleep			
		1.3	Describe the possible short-term and long-term effects on an individual who is unable to sleep well			
2	Be able to establish conditions suitable for sleep	2.1	Describe conditions likely to be suitable for sleep			
		2.2	Minimise aspects of the environment likely to make sleep difficult for an individual			
		2.3	Adjust own behaviour to contribute to a restful environment			
		2.4	Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep			
3	Be able to assist an individual to sleep	3.1	Explain the importance of a holistic approach to assisting sleep			
		3.2	Encourage the individual to communicate the support they need to sleep			
		3.3	Assist the individual to find a position for sleep consistent with their plan of care			
		3.4	Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor sleep	4.1	Establish with the individual and others how sleep will be monitored			
		4.2	Record agreed observations relating to the individual's sleep and the assistance given			
5	Know how to access information and advice about difficulties with sleep	5.1	Describe situations in which additional information or assistance about sleep would be needed			
		5.2	Explain how to access additional information and assistance			

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(if sampled)

# Unit 79: **Contribute to Support of Positive Risk-Taking for Individuals**

**Unit reference number:** A/601/9546

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 27

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## **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 contribute to supporting 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, 5 and 6 must be assessed in a real work environment.

### **Additional information**

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

**Person-centred** reflects what is important to individuals and helps them to live the life they choose

**Policies** may include

- national policy
- local policy

**Others** may include

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

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

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## 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 importance of risk-taking in everyday life	1.1	Identify aspects of everyday life in which risk plays a part			
		1.2	Outline the consequences for individuals of being prevented or discouraged from taking risks			
		1.3	Explain how supporting individuals to take risks can enable them to have choice over their lives to <ul style="list-style-type: none"> <li>• Gain in self-confidence</li> <li>• Develop skills</li> <li>• Take an active part in their community</li> </ul>			
2	Understand the importance of positive, person-centred risk-assessment	2.1	Explain how a person-centred approach to risk-assessment can support positive outcomes			
		2.2	Identify the features of a person-centred approach to risk-assessment			
3	Know how legislation and policies are relevant to positive risk-taking	3.1	Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to make informed choices about taking risks	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others			
		4.2	Support the individual to access and understand information about risks associated with a choice they plan to make			
		4.3	Support the individual to explore the potential positive and negative consequences of the options			
		4.4	Support the individual to make an informed decision about their preferred option and the associated risks			
		4.5	Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking			
5	Be able to contribute to the support of individuals to manage identified risks	5.1	Use an individual's support plan to record identified risks			
		5.2	Support the individual to test out the risk they wish to take, in line with agreed ways of working			
		5.3	Explain the importance of working within the limits of own role and responsibilities			
		5.4	Contribute to the review of risks in an individual's support plan			
6	Understand duty of care in relation to supporting positive risk-taking	6.1	Outline how the principle of duty of care can be maintained 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			



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(if sampled)

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# Unit 80: Support Individuals in their Relationship

**Unit reference number:** R/601/8578

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 27

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## 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. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

## 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.

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.

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## 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 \_\_\_\_\_  
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(if sampled)

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# Unit 81: Facilitate Person-Centred Assessment, Planning, Implementation and Review

**Unit reference number:** H/601/8049

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 45

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## 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

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.

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## 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 a care plan	5.1	Agree methods for monitoring the way a care plan is delivered			
		5.2	Collate monitoring information from agreed sources			
		5.3	Record changes that affect the delivery of the care plan			

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 <ul style="list-style-type: none"> <li>Who should be involved in the review process</li> <li>Criteria to judge effectiveness of the care plan</li> </ul>			
		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 \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*

# Unit 82: Support Individuals to Live at Home

**Unit reference number:** Y/601/7903

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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## 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

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.

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## 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)*

DRAFT



# Unit 83: Support Individuals with Specific Communication Needs

**Unit reference number:** T/601/8282

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 35

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## 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

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 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			
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)*

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# Unit 84: Support Individuals who are Bereaved

**Unit reference number:** A/601/7909

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## 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

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 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			
		6.1	Use support systems to help manage own feelings			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

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# Unit 85: Work in Partnership with Families to Support Individuals

**Unit reference number:** H/601/8147

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 27

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## 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.

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 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 <ul style="list-style-type: none"> <li>• Implementation of the plan</li> <li>• Changes to needs and preferences</li> </ul>			
		5.2	Record information in line with agreed ways of working about <ul style="list-style-type: none"> <li>• Progress towards outcomes</li> <li>• Effectiveness of partnership working</li> </ul>			

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 \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*

# Unit 86: Promote Positive Behaviour

**Unit reference number:** F/601/3764

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 44

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## 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 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 or 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

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 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 behaviour			
		4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines			
		4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour			
		4.4	Demonstrate how to complete records accurately and objectively in line with work-setting requirements following an incident of challenging behaviour			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 <ul style="list-style-type: none"> <li>• How they were feeling at the time prior to and directly before the incident</li> <li>• Their behaviour</li> <li>• The consequence of their behaviour</li> <li>• How they were feeling after the incident</li> </ul>			
		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			
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)

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# Unit 87: Support Use of Medication in Social Care Settings

**Unit reference number:** F/601/4056

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 40

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## 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

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 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 <ul style="list-style-type: none"> <li>• Consent</li> <li>• Self-medication or active participation</li> <li>• Dignity and privacy</li> <li>• Confidentiality</li> </ul>			
		6.2	Explain how risk-assessment can be used to promote an individual's independence in managing medication			
		6.3	Describe how ethical issues that may arise over the use of medication can be addressed			
7	Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication			
		7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation			
		7.3	Demonstrate strategies to ensure that medication is used or administered correctly			
		7.4	Demonstrate how to address any practical difficulties that may arise when medication is used			
		7.5	Demonstrate how and when to access further information or support about the use of medication			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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)*

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# Unit 88: Support Individuals at the End of Life

**Unit reference number:** T/601/9495

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 53

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## 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.

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 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 <ul style="list-style-type: none"> <li>• Environmental factors</li> <li>• Non-medical interventions</li> <li>• Use of equipment and aids</li> <li>• Alternative therapies</li> </ul>			
		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 \_\_\_\_\_

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Assessor signature \_\_\_\_\_

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(if sampled)

# Unit 89: Prepare Environments and Resources for Use During Healthcare Activities

**Unit reference number:** R/601/8824

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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## 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.

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 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 re-useable items prior to storage in accordance with agreed policies			
		3.4	Dispose of used, damaged or out-of-date items safely			
		3.5	Return 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 \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*

# Unit 90: Prepare for and Carry out Extended Feeding Techniques

**Unit reference number:** A/601/8980

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 27

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## 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

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.

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## 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 <ul style="list-style-type: none"> <li>• During procedures</li> <li>• Following procedures</li> </ul>			

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 <ul style="list-style-type: none"> <li>• Maintain the correct level of cleanliness</li> <li>• Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area</li> </ul>			
		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 <ul style="list-style-type: none"> <li>• Used equipment, materials and feeds</li> <li>• Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working</li> </ul>			

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 <ul style="list-style-type: none"> <li>• Appropriate to the procedure</li> <li>• Fit for purpose</li> </ul>			
		5.5	Position an individual to ensure safety and comfort and facilitate the method of extended feeding			
6	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual			
		6.2	Carry out extended feeding safely and according to the individual's plan of care			
		6.3	Observe 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 \_\_\_\_\_

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*(if sampled)*

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# Unit 91: Support Person-Centred Thinking and Planning

**Unit reference number:** L/601/6442

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 34

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## Unit summary

This unit is aimed at those who work in a range of health and social-care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

**This unit is a mandatory optional unit within the Learning Disability Pathway of the Pearson Edexcel Level 2 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 5 must be assessed in a real work situation.

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.

## Unit content

### 1 Understand the principles and practice of person-centred thinking, planning and reviews

*Person-centred thinking:* based on the individual; control in the hands of the individual; making decisions; focusing on individuals

*Person-centred planning:* the five key features; person at the centre of the planning process; family and friends as partners in planning; valuing family and friends; consideration of what is important to the individual now and in the future and the support required; being part of the community; the plan remains 'live'; consideration of hopes and wishes; recognition of the individual as part of the family unit; promotion of rapport with the individual, family, friends and professionals; recognition of the right of family and friends to be involved; provision of individualised care and support; addressing issues which affect plans; importance of communication between individuals, family, friends and professionals; basing plans on an individual's priorities in alliance with family, friends and professionals; use of facilitators

*Person-centred thinking tools:* important to/for (recorded as a one-page profile); the doughnut sort; matching staff; relationship circles; circles of support; communication charts; learning logs; four plus 1 questions; decision-making agreements; presence to contributions; dreaming; citizenship tool; working/not working; good day/bad day; Making Action Plans (MAPs); Planning Alternative Futures (PATH)

*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

*One-page profiles:* definition; building one-page profiles; using one page profiles to develop person-centred plans and support plans

*Person-centred review process:* planning and preparation; facilitation; follow-up action

## 2 Understand the context within which person-centred thinking and planning takes place

*Legislation, policy and guidance:* relevant sections from eg 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 progress to transformation*

*The relationship between planning and services:* importance of relationships; importance of interactions; identifying actions; resolving issues; assessing costs/use of resources

*Working with individuals:* defining roles and responsibilities; matching staff to individual users of the service; identifying actions; identifying and managing risks; involving significant others in the planning process; self-directed support

*Working with teams:* using person-centred thinking within the team context; clarifying the purpose of the team; what is important to the team; what support team members need; working through seven questions to explore becoming a person-centred team, each using a range of person-centred thinking tools to answer it; recording and updating information about purpose, what is important to the team, action and reflection in a person-centred team plan

## 3 Understand own role in person-centred planning, thinking and reviews

*Own role:* personal expectations; expectations of others; facilitating self-directed support; recording plans and actions

*Challenges:* issues of control; risks involved; dealing with personal issues; accepting constructive criticism from colleagues, users of the service; conflicting values; setting boundaries; resistance to change/fear of change

*Overcoming challenges:* peer review; use of counselling/mentors; assessing own values; use of person-centred thinking tools, e.g. the person-centred self-audit; use of person-centred champions

## 4 Be able to apply person-centred thinking in relation to own life

*Demonstrate use of person-centred thinking tools in own life:* use of selected thinking tools to assess personal progress and identify actions; identification of own relationship circle and effects on personal progress; use of a person-centred thinking tool to assess and record personal progress; self-reflection as preparation for own person-centred review

## 5 Be able to implement person-centred thinking and person-centred reviews

*Implementing person-centred thinking and reviews:* use of appropriate thinking tools; acting as facilitator to establish required support; importance of positive communication; listening skills; individual at the centre of the process; enabling self-directed support; use of relationship circles; recording plans and identified actions; following up identified actions

## 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	Identify the beliefs and values on which person-centred thinking and planning is based			
		1.2	Define person-centred thinking, person-centred planning and person-centred reviews			
		1.3	Describe the difference that person-centred thinking can make to individuals and their families			
		1.4	Describe examples of person-centred thinking tools			
		1.5	Explain what a 'one-page profile' is			
		1.6	Describe the person-centred review process			
2	Understand the context within which person-centred thinking and planning takes place	2.1	Outline current legislation, policy and guidance underpinning person-centred thinking and planning			
		2.2	Describe the relationship between person-centred planning and personalised services			
		2.3	Identify ways that person-centred thinking can be used <ul style="list-style-type: none"> <li>• With individuals</li> <li>• In teams</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand own role in person-centred planning, thinking and reviews	3.1	Describe own role in person-centred thinking, planning and reviews when supporting individuals			
		3.2	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work			
		3.3	Describe how these challenges might be overcome			
4	Be able to apply person-centred thinking in relation to own life	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working			
		4.2	Describe own relationship circle			
		4.3	Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life			
		4.4	Describe how to prepare for own person-centred review			
5	Be able to implement person-centred thinking and person-centred reviews	5.1	Use person-centred thinking to know and act on what is important to the individual			
		5.2	Establish with the individual how they want to be supported			
		5.3	Use person-centred thinking to know and respond to how the individual communicates			
		5.4	Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life			
		5.5	Support the individual in their relationships and in being part of their community using person-centred thinking			
		5.6	Ensure that the individual is central to the person-centred review process			
		5.7	Explain how to ensure that actions from a review happen			

Learner name \_\_\_\_\_ Date \_\_\_\_\_  
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## Unit 92: Provide Active Support

Unit reference number: Y/601/7352

QCF level: 2

Credit value: 3

Guided learning hours: 27

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### Unit summary

The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

**This unit is a mandatory optional unit within the Learning Disability Pathway of the Pearson Edexcel Level 2 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 outcomes 2, 3 and 4 must be assessed in a real-work environment.

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.

## Unit content

### 1 Understand how active support translates values into person-centred practical action with an individual

*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

*Hotel model:* institutional-style settings organised mainly around staffing needs; are 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

*Values:* 'hotel model' living versus valuing the person first; how staff control shapes service-users, experience and behaviour; person-centred team work; everyday activities that make up day-to-day living, encourage interaction and promote independence

*Terminology:* promoting independence; informed choice; valued life

*Active support in action:* empowering staff and engaging service-users; defining and using terms – active support, promoting independence, informed choice, supporting a valued life e.g. participating in social activities, sharing interests with others, developing relationships, skills and experiences

### 2 Be able to interact positively with individuals to promote participation

*Positive interaction:* definition – supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity; developing person-to-person relationships with service-users; communicating clearly and effectively to meet individuals' specific needs; benefits to staff teams and service-users of participating in active support; positive interactions that promote service-users' participation in activity

*Task analysis:* breaking routine tasks into manageable steps for an individual i.e. observing an activity, identifying and overcoming problem areas then communicating steps to the individual e.g. the steps in making a cup of tea

*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; giving assistance flexibly according to the individual's need for help; focusing assistance on encouraging as much independence as possible; pro-active strategies that encourage participation; task analysis; devising strategies, structures and support to enable individuals to participate in activities and routine tasks

*Positive reinforcement:* definition – enabling participation in activities and routine tasks; what an individual gains from undertaking a specific task including 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



### 3 **Be able to implement person-centred daily plans to promote participation**

*Opportunities for participation:* implementing person-centred plans; identifying and tailoring opportunities to meet individual needs; providing meaningful daytime activities for those for whom work may not be an option

*Valued range of activities:* the balance of activities that contribute to a good quality of life for individuals, including vocational, domestic, personal, leisure, educational and social activities

*Formatting plans:* structure and format plans that encompass valued activities; structure and format plans support individuals to participate in activities; devising goals and strategies to evaluate activities against a baseline

### 4 **Be able to maintain person-centred records of participation**

*Record-keeping:* recording and reporting effectively; use of appropriate language; avoiding use of negative language and statements; differentiating between fact and opinion

*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

*Ensure a valued lifestyle:* enable tracking of progress over time; report individual participation against measures of valued lifestyle

## 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	Explain how the key characteristics of active support differ from the hotel model			
		1.2	Define the terms <ul style="list-style-type: none"> <li>• Promoting independence</li> <li>• Informed choice</li> <li>• Valued life</li> </ul>			
		1.3	Explain how use of active support can promote independence, informed choice and a valued life			
2	Be able to interact positively with individuals to promote participation	2.1	Explain the three elements in positive interaction that promote an individual's participation in activity			
		2.2	Break a routine task into manageable steps for an individual			
		2.3	Provide different levels of help to support an individual to participate in a task or activity			
		2.4	Positively reinforce an individual's participation in an activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement person-centred daily plans to promote participation	3.1	Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement			
		3.2	Use a structured person-centred format to ensure that a valued range of activities for an individual is available			
		3.3	Use a structured format to plan support for an individual to participate in activities			
4	Be able to maintain person-centred records of participation	4.1	Record an individual's participation in activities			
		4.2	Describe changes in an individual's participation over time			
		4.3	Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle			

Learner name \_\_\_\_\_

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Learner signature \_\_\_\_\_

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Assessor signature \_\_\_\_\_

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Date \_\_\_\_\_

*(if sampled)*

# Unit 93: Support Individuals to Maintain Personal Hygiene

**Unit reference number:** K/601/9963

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 17

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## 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.

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.

## 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 the 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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Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

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*(if sampled)*

# Unit 94: **Contribute to Supporting Individuals with a Learning Disability to Access Healthcare**

**Unit reference number:** J/602/0036

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 27

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## **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 contribute to supporting an individual to access and use healthcare services.

## **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**

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

**Healthcare services** may include

- primary healthcare services
- acute healthcare services
- specialist healthcare services
- community healthcare services

**Plans for healthcare** in England this refers to/should include Health Action Plans



**Others** may include

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates

**Barriers** will include personal barriers as well as external barriers

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.

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## 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 a learning disability accessing healthcare	1.1	Outline what is meant by a rights-based approach to accessing healthcare			
		1.2	Identify legislation which supports a rights-based approach to accessing healthcare			
		1.3	Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability			
		1.4	Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance			
		1.5	Describe the actions to take if an individual cannot give informed consent to the treatment			
2	Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1	List a range of healthcare services that an individual with a learning disability may need to access			
		2.2	Describe the work of each type of healthcare service			
		2.3	Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability	3.1	Explain how plans for healthcare can be of benefit to an individual with a learning disability			
		3.2	Identify a range of regular health checks that an individual may have to support good health and wellbeing			
		3.3	Outline how missing regular health checks can impact on the individual's health and wellbeing			
4	Be able to contribute to plans for healthcare with individuals with a learning disability	4.1	Work with an individual and others to identify healthcare services the individual may require			
		4.2	Agree with the individual and others the type and level of support the individual may require to access healthcare services			
		4.3	Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan			
		4.4	Contribute to the review of plans for healthcare with the individual and others			
5	Be able to support individuals to overcome barriers to accessing healthcare services	5.1	Identify barriers to accessing healthcare services that an individual with a learning disability may experience			
		5.2	Identify reasons why an individual may be reluctant to access healthcare services			
		5.3	Demonstrate ways to overcome barriers to accessing healthcare services			
		5.4	Support the individual to access information about healthcare services in their preferred format			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to support individuals with a learning disability to use healthcare services	6.1	Provide agreed support to enable the individual to use healthcare services			
		6.2	Support the individual to understand the reasons why they are being offered treatment			
		6.3	Support the individual to understand the short and long-term effects of treatment			
		6.4	Ensure the individual is able to give informed consent to their treatment in line with current legislation			
		6.5	Record details of a healthcare visit in a format that the individual can understand			
		6.6	Ensure that information is shared in line with agreed ways of working			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

# Unit 95: Support Young People with a Disability to Make the Transition into Adulthood

**Unit reference number:** F/602/0049

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 40

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## 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

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.

DRAFT

## 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 96: Support Parents with Disabilities

**Unit reference number:** K/601/7047

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 43

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## 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 need 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

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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to work in partnership with other workers, different services and informal support network	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			
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 97: Support Individuals with Self-Directed Support

**Unit reference number:** J/602/0053

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 35

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## 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

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 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 <ul style="list-style-type: none"> <li>• Indicative allocation</li> <li>• Supported self-assessment</li> <li>• Support plan</li> <li>• Outcome focused review</li> </ul>			
		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)

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## Unit 98:

# Work with Other Professionals and Agencies to Support Individuals with a Physical Disability

**Unit reference number:** Y/601/6170

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 21

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### Unit summary

This unit is aimed at those who provide care or support to individuals with physical disabilities in a wide range of settings. It relates to the need to work with other professionals and agencies and to be aware of specialist provision and support.

### Unit assessment requirements/evidence requirements

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

#### Additional information

**Support and assistance** can include

- personal care
- rehabilitation support
- assistance with medication
- meal preparation

**A range of professionals** can include

- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist

**Agencies** – this includes agencies which specialise in providing services to individuals with physical disabilities, advocacy, benefits advice

**Agreed ways of working** – where the learner works directly for an individual with disabilities, this is ways of working that have been agreed directly with the individual.

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.

DRAFT

## 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 types of social care provision for individuals with physical disabilities	1.1	Describe different social-care provision for individuals			
		1.2	Describe the different types of support and assistance that may be required at home			
		1.3	Describe the types of support an individual may require in the community/workplace			
		1.4	Identify equipment that may be used by the individual <ul style="list-style-type: none"> <li>• In the home</li> <li>• In the community/workplace</li> </ul>			
2	Understand the range of support provided by other professionals and agencies working with individuals with physical disabilities	2.1	Identify agencies and other professionals who provide support to individuals			
		2.2	Describe the roles of professionals supporting individuals with physical disabilities			
		2.3	Describe the services provided by agencies working with individuals			
		2.4	Explain why it is important for different agencies to work together			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to work in partnership with other professionals and agencies to support individuals with physical disabilities	3.1	Work in partnership with other professionals and agencies for the benefit of the individual			
		3.2	Use effective communication with other professionals and agencies			
		3.3	Involve the individual in joint working with other professionals and agencies			
		3.4	Record the involvement of other professionals and agencies accurately in line with procedures or agreed ways of working			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

*(if sampled)*

# Unit 99: Support Families of Individuals with Acquired Brain Injury

**Unit reference number:** T/601/5804

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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## 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 and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

## Unit assessment requirements/evidence requirements

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

### Additional Information

**Family-centred way** is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.

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

### Personality changes

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness

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



**Primary carer(s)**

- spouse/partner
- parents
- siblings
- children
- grandparents
- friends or identified next-of-kin outside of immediate family but who are primary carers

**Other professionals or agencies** may include

- carers organisations
- social workers
- GPs
- Supervisor
- Advocate
- carers/family members
- colleagues

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 importance of working in a family-centred way	1.1	Identify the family's needs and wishes			
		1.2	Explain the importance of the family's needs being fully taken into consideration			
2	Understand the long-term effects of acquired brain injury on the family	2.1	Describe changes that may occur for family and friends as a result of caring for an individual with acquired brain injury			
		2.2	Identify the long-term consequences on a family caring for an individual who is <ul style="list-style-type: none"> <li>• Minimally responsive</li> <li>• Severe</li> <li>• Mild to moderate</li> <li>• As a result of acquired brain injury</li> </ul>			
		2.3	Describe the potential impact on families from <ul style="list-style-type: none"> <li>• Personality changes in the individual</li> <li>• Lack of self-awareness</li> <li>• The individual's increased dependence</li> </ul>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply legislation that is relevant to carers of individuals with acquired brain injury	3.1	Identify the legislation and policy specific to carers			
		3.2	Apply to own practice the key principles in legislation regarding carers			
4	Be able to support families and friends who hold the primary caring role	4.1	Communicate with the family to identify what supports they may need			
		4.2	Demonstrate listening and communication skills when supporting primary carer(s)			
		4.3	Contribute to the assessment of the primary carer's needs			
		4.4	Identify any additional support needs with the primary carer(s)			
		4.5	Record and report additional needs of primary carers			
5	Know the support available from other professionals and agencies	5.1	Identify professionals and agencies who will provide support to families of an individual with brain injury			
		5.2	Explain when referrals would be made to other professionals or agencies			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 100: Support Effective Communication with Individuals with a Sensory Loss

**Unit reference number:** K/601/3449

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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## Unit summary

The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.

## 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

**Others** could include

- other professionals
- carers/family members
- advocates
- colleagues

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	Know different methods that can support communication with individuals with sensory loss	1.1	Identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch			
		1.2	Describe how specific different methods enable communication with individuals with sensory loss			
		1.3	Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss			
2	Be able to use different methods of communication with individuals with sensory loss	2.1	Explain how the use of specific methods of communication used by individuals has been agreed			
		2.2	Use agreed specific methods of communication with individuals			
		2.3	Make adjustments to communication with individuals where there is difficulty in understanding			
		2.4	Provide feedback to others on the effectiveness of methods of communication			
3	Understand how the environment impacts on communication with individuals with sensory loss	3.1	Identify environmental factors that can promote communication with individuals with sensory loss			
		3.2	Identify environmental factors that can hinder communication with individuals with sensory loss			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to utilise the environment for effective communication with individuals with sensory loss	4.1	Set up the environment to promote effective communication with individuals with sensory loss			
		4.2	Reflect on how well the environment has facilitated effective communication with individuals with sensory loss			
		4.3	Suggest ways that the environment can be adapted to promote communication with sensory loss			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_  
(if sampled)

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# Unit 101: Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities

**Unit reference number:** A/601/4895

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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## Unit summary

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

## Unit assessment requirements/evidence requirements

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

Learning outcome 3 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

**Informal networks** could include

- family
- friends
- neighbours
- special interest groups

An **activity** could include

- education
- employment
- leisure activities
- social activities
- household or domestic tasks

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.

DRAFT



## 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	Identify possible multiple conditions and/or disabilities individuals may have			
		1.2	Explain how multiple conditions and/or disabilities may have additional impacts on individuals' wellbeing and quality of life			
2	Know the support available for individuals with multiple conditions and/or disabilities	2.1	Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities			
		2.2	Identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities			
		2.3	Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities			
		2.4	Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities			
3	Be able to contribute to the support of individuals with multiple conditions and/or disabilities	3.1	Describe own role in supporting individuals with multiple conditions and/or disabilities			
		3.2	Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction			
		3.3	Follow agreed ways of working or a plan to support an individual to participate in an activity			
		3.4	Support the use of equipment or resources to enable an individual to participate in an activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate own contribution to the support of an individual for an activity	4.1	Reflect on own contribution to supporting an individual to participate in an activity			
		4.2	Explain where additional advice, guidance or support can be accessed to improve own practice			
		4.3	Adapt own practice to meet the needs of an individual			

Learner name \_\_\_\_\_ Date \_\_\_\_\_

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_ Date \_\_\_\_\_

*(if sampled)*

DRAFT

# **Unit 102:** **Contribute to Supporting Individuals in the use of Assistive Technology**

**Unit reference number:** H/601/3451

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 19

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## **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting 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 outcome 2 must be assessed in a real work environment.

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 range and purpose of assistive technology available to support individuals	1.1	Define the term assistive technology			
		1.2	List a sample of assistive technology aids			
		1.3	Explain the functions of the sample of assistive technology aids selected			
		1.4	Describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion			
2	Be able to contribute to the use of selected assistive technology	2.1	Support an individual to access information about assistive technology			
		2.2	Support an individual to use assistive technology following instructions and/or agreed ways of working			
		2.3	Provide feedback on the effectiveness of assistive technology			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

(if sampled)

# Unit 103: Support Individuals to Negotiate Environments

**Unit reference number:** F/601/5160

**QCF level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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## Unit summary

The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate 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

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 factors that impact on an individual being able to negotiate their environment	1.1	Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments			
		1.2	Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments			
2	Be able to prepare to support an individual to negotiate an environment	2.1	Outline own role in supporting an individual to negotiate an environment			
		2.2	Identify the environmental barriers that need to be addressed for an individual to negotiate an environment			
		2.3	Use resources that are available to support the individual to negotiate an environment			
3	Be able to support an individual to negotiate an environment	3.1	Follow an agreed plan or instructions to support an individual to negotiate an environment			
		3.2	Address the identified environmental barriers to support an individual to negotiate an environment			
		3.3	Provide information which supports the individual when negotiating an environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to review support provided to an individual to negotiate an environment	4.1	Find out how the individual felt about negotiating an environment			
		4.2	Gather and record observations about the individual's ability to negotiate an environment			
		4.3	Feedback recorded observations to others			
		4.4	Identify own contributions to supporting an individual to negotiate an environment			
		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 104: Understand Advance Care Planning**

**Unit reference number: A/503/8135**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 25**

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## **Unit summary**

The aim of this unit is to give learners an understanding of the principles of and approaches to advance care planning.

## **Unit assessment requirements/evidence requirements**

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

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 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 <b>others</b> 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 105: Supporting Individuals with Loss and Grief Before Death**

**Unit reference number: D/503/8645**

**QCF level: 3**

**Credit value: 2**

**Guided learning hours: 15**

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## **Unit summary**

The aim of this unit is to give learners the understanding and skills required to support individuals to cope with 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.

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 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)*

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# **Unit 106: Understand the Factors Affecting Older People**

**Unit reference number: D/504/2243**

**QCF level: 3**

**Credit value: 2**

**Guided learning hours: 17**

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## **Unit summary**

The aim of this unit is to give learners an understanding of the factors that affect older people.

## **Unit assessment requirements/evidence requirements**

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

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 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 <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Cognitive</li> <li>• Environmental</li> <li>• Financial/Economic</li> </ul>			
		1.4	Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people			
		2.2	Explain what is meant by age discrimination			
		2.3	Explain how societal attitudes and beliefs impact on older people			
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people			
3	Understand the importance of using 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)

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# **Unit 107: Support Individuals During the Last Days of Life**

**Unit reference number: F/503/8685**

**QCF level: 4**

**Credit value: 5**

**Guided learning hours: 33**

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## **Unit summary**

The aim of this unit is to give learners the 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.

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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals and others during the last days of life	3.1	Demonstrate a range of ways to enhance an individual's well-being during the last days of life			
		3.2	Work in partnership with others to support the individual's well-being			
		3.3	Describe how to use a range of tools for end of life care according to agreed ways of working			
		3.4	Support others to understand the process following death according to agreed ways of working			
4	Be able to respond to changing needs of an individual during the last days of life	4.1	Explain the importance of following the individual's advance care plan in the last days of life			
		4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working			
		4.3	Support the individual when their condition changes according to agreed ways of working			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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)*



## 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 infection prevention and control	1.1	Identify how infections are spread			
		1.2	Describe how breaking the chain of infection minimises the spread of infection			
		1.3	Identify individuals who may be more vulnerable to infection			
		1.4	Describe how individuals can be supported to minimise the spread of infection			
		1.5	Identify where you might seek advice when you have concerns about possible or identified infections			
2	Understand the need to ensure infection prevention and control policies and guidelines are applied within different settings	2.1	Identify how infection prevention and control policies and guidelines can be applied in own work setting			
		2.2	Identify how infection prevention and control practices may differ across work settings while complying with policies and guidelines			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to demonstrate how personal hygiene can help to prevent and control infections	3.1	Describe how personal hygiene can support the prevention and control of infections			
		3.2	Demonstrate how own personal hygiene reflects the policies and guidelines of the work setting			
		3.3	Identify why hand hygiene should be carried out			
		3.4	Carry out hand hygiene following work setting policies and guidance			
		3.5	Support others to carry out hand hygiene			
4	Be able to take steps to reduce the likelihood of infection in the work setting	4.1	Explain how to manage coughing and sneezing to minimise the spread of infection			
		4.2	Explain how to manage spilled blood and body fluids in line with policies and guidance			
		4.3	Describe what to do if you are exposed to a risk of infection through injuries			
		4.4	Manage own work environment to help to minimise spread of infection			
		4.5	Use and dispose of personal protective equipment in line with policies and guidance			
		4.6	Dispose of waste safely			
		4.7	Support others to recognise how to minimise the spread of infection			
		4.8	Complete records for the prevention and control of infections in line with policies and guidance			

Learner name \_\_\_\_\_

Date \_\_\_\_\_

Learner signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

Internal verifier signature \_\_\_\_\_

Date \_\_\_\_\_

*(if sampled)*

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# **Unit 109: Support the Spiritual Wellbeing of Individuals**

**Unit reference number: M/503/8133**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 26**

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## **Unit summary**

The aim of this unit is to give learners the 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.

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 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)*

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# **Unit 110: Managing Symptoms in End of Life Care**

**Unit reference number: Y/503/8644**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 22**

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## **Unit summary**

The aim of this unit is to give learners the 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.

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 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 \_\_\_\_\_  
(if sampled)

Date \_\_\_\_\_

# **Unit 111: Understand How to Provide Support When Working in End of Life Care**

**Unit reference number:** Y/503/8689

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 33

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## **Unit summary**

The aim of this unit is to give learners an understanding of how 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.

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 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand factors regarding communication for those involved in end of life care	3.1	Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication			
		3.2	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately			
		3.3	Give examples of internal and external coping strategies for individuals and others when facing death and dying			
		3.4	Explain the importance of ensuring effective channels of communication are in place with others			
4	Understand how to support those involved in end of life care situations	4.1	Describe possible emotional effects on staff working in end of life care situations			
		4.2	Evaluate possible sources of support for staff in end of life situations			
		4.3	Identify areas in group care situations where others may need support in end of life care situations			
		4.4	Outline sources of emotional support for others in end of life care situations			
5	Understand how symptoms might be identified in end of life care	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself			
		5.2	Describe how symptoms can cause an individual and others distress and discomfort			
		5.3	Describe signs of approaching death			
		5.4	Identify different techniques for relieving symptoms			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 112: Working as Part of a Team in Health and Social Care of Children and Young People's Settings**

**Unit reference number: D/504/2193**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 17**

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## **Unit summary**

The aim of this unit is to give learners the understanding and skills required to work as part of a team in health and social care of 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.

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 teams and teamwork in the workplace	1.1	Define what is meant by the terms 'team' and 'teamwork'			
		1.2	Describe how the work of teams supports the achievement of workplace objectives			
		1.3	Explain lines of reporting and responsibility in the team			
2	Understand the principles that underpin effective teamwork	2.1	Describe why teams need <ul style="list-style-type: none"> <li>• Clear objectives</li> <li>• Clearly defined roles and responsibilities</li> </ul>			
		2.2	Identify what supports positive and effective communication between team members			
		2.3	Define confidentiality within the context of teamwork			
		2.4	Describe how the values of own organisation influences the working of your team			
3	Understand the effect of conflict within teams	3.1	Describe how conflicts may arise in teams			
		3.2	Describe how conflict can affect team effectiveness			
		3.3	Give examples of how effective teams may deal with conflict			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to work as part of a team	4.1	Identify own role and responsibilities in the team			
		4.2	Fulfil own responsibilities within the team			
		4.3	Identify the contribution of other team members to the team			
		4.4	Seek support and advice from other team members			
		4.5	Communicate effectively with other team members			
		4.6	Offer support to other team members			
		4.7	Review own strengths and weakness in working in the team			

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](http://www.edexcel.com/contactus)**
- BTEC **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning **[www.edexcel.com/about-wbl/Pages/Contact-us.aspx](http://www.edexcel.com/about-wbl/Pages/Contact-us.aspx)**
- books, software and online resources for UK schools and colleges **[www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.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/Pages](http://www.edexcel.com/quals/NVQ-competence-based-qcf/Pages)

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](http://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](http://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](http://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](http://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](http://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](http://www.pearsonwbl.edexcel.com/Our-support)

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## 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](mailto: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](mailto: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](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

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## Skills for Care Assessment Principles

### 1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via 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 as an assessment method only 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

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## Annexe B: Personal, Learning and Thinking Skills (PLTS) mapping

All PLTS should be covered; however, the grid is for information only.

PLTS	Units	1 L2	2 L2	3 L2	4 L2	5 L2	6 L2	7 L2	8 L2	9 L2
<b>Independent Enquirers</b>										
1	identify questions to answer and problems to resolve				x		x		x	x
2	plan and carry out research, appreciating the consequences of decisions				x					x
3	explore issues, events or problems from different perspectives								x	x
4	analyse and evaluate information, judging its relevance and value									
5	consider the influence of circumstances, beliefs and feelings on decisions and events									
6	support conclusions, using reasoned arguments and evidence				x					
<b>Creative Thinkers</b>										
1	generate ideas and explore possibilities							x		
2	ask questions to extend their thinking					x		x		
3	connect their own and others' ideas and experiences in inventive ways							x		
4	question their own and others' assumptions							x		
5	try out alternatives or new solutions and follow ideas through							x		
6	adapt ideas as circumstances change									
<b>Reflective Learners</b>										
1	assess themselves and others, identifying opportunities and achievements						x	x		
2	set goals with success criteria for their development and work									
3	review progress, acting on the outcomes						x	x		
4	invite feedback and deal positively with praise, setbacks and criticism									
5	evaluate experiences and learning to inform future progress							x		
6	communicate their learning in relevant ways for different audiences						x	x		
<b>Team Workers</b>										
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		
4	show fairness and consideration to others						x		x	
5	take responsibility, showing confidence in themselves and their contribution						x	x	x	
6	provide constructive support and feedback to others						x	x		



PLTS	Units	1	2	3	4	5	6	7	8	9
		L2	L2	L2	L2	L2	L2	L2	L2	L2
<b>Self-Managers</b>										
1	seek out challenges or new responsibilities and show flexibility when priorities change									
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									
5	deal with competing pressures, including personal and work-related demands						x			
6	respond positively to change, seeking advice and support when needed									
7	manage their emotions, and build and maintain relationships							x		
<b>Effective Participants</b>										
1	discuss issues of concern, seeking resolution where needed					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		x
5	try to influence others, negotiating and balancing diverse views to reach workable solutions					x	x	x		
6	act as an advocate for views and beliefs that may differ from their own							x		

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