

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)

Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)

For first teaching January 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)

Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)	600/0248/7
Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)	501/1871/7

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualifications are accredited by Ofqual as being ASL.

Welcome to BTEC Level 2 in Supporting Individuals with Learning Disabilities (QCF)

We are delighted to introduce our new qualifications, which will be available for teaching from January 2011. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 in Supporting Individuals with Learning Disabilities (QCF)

These qualifications provide learners the opportunity to develop the knowledge and skills around supporting individuals with learning disabilities. They are aimed at learners who, as part of their job role, support individuals with learning disabilities. The units offered within these qualifications mirror those offered within the Learning Disabilities Pathway through the Health and Social Care Diploma in England.

There is the opportunity to progress to the Level 3 Certificate in Supporting Individuals with Learning Disabilities, and/or the Level 3 Diploma in Health and Social Care.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Skills for Care and Development SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of 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 framework will have a credit value.

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

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 2 Certificate

For adult learners the Edexcel BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 2 in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 2 in Supporting Individuals with Learning Disabilities (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 2 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 2 in Supporting Individuals with Learning Disabilities (QCF) relates to the following NOS:

National Occupational Standards:	
Unit reference	Unit title
CCLD 201	Contribute to positive relationships
GEN 22	Communicate effectively with individuals
HSC 21	Communicate with, and complete records for individuals
HSC 24	Ensure your actions support the care, protection and well-being of individuals
HSC 25	Carry out and provide feedback on specific plan of care activities
HSC 26	Support individuals to access and use information

National Occupational Standards:	
Unit reference	Unit title
HSC 27	Support individuals in their daily living
HSC 28	Support individuals to make journeys
HSC 29	Support individuals to meet their domestic and personal needs
HSC 31	Promote effective communication for and about communication
HSC 35	Promote choice, well-being and protection of all individuals
HSC 41	Use and develop methods and systems to communicate, record and report
HSC 45	Develop practices which promote choice, well being and protection for all individuals
HSC 218	Support individuals with their personal care needs
HSC 219	Support individuals to manage continence
HSC 220	Assist in the administration of medication
HSC 221	Contribute to the identification of the risk of danger to individuals and others
HSC 225	Support individuals to undertake and monitor their own health care
HSC 228	Contribute to effective group care
HSC 234	Ensure your actions support equality, diversity and responsibilities of others
HSC 240	Contribute to the identification of the risks of danger to individuals and others
HSC 310	Work with children and young people to prepare them for adulthood, citizenship and independence
HSC 326	Contribute to the prevention and management of challenging behaviour in children and young people
HSC 329	Contribute to planning, monitoring and reviewing the delivery service for individuals
HSC 331	Support individuals to develop and maintain social networks and relationships
HSC 332	Support the social, emotional and identity needs of individuals
HSC 333	Prepare your family and networks to support individuals requiring care
HSC 334	Support individuals to retain, regain and develop skills to manage their lives and environment
HSC 337	Provide frameworks to help individuals to manage challenging behaviour
HSC 369	Support individuals with specific communication needs
HSC 370	Support individuals to communicate using technology

National Occupational Standards:	
Unit reference	Unit title
HSC 382	Support individuals to prepare for, adapt to and manage change
HSC 388	Relate to families, parents and carers
HSC 392	Work with families, carers, and individuals during times of crisis
HSC 398	Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
HSC 3112	Support individuals to identify aspects of their lives and environment that can affect their health and social well-being
HSC 3119	Promote the values and underpinning best practice
HSC 412	Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions
LMC B2	Lead and manage provision of care services that promotes the well-being of people
MH 25	Contribute to the assessment of the needs and the planning, evaluation and review of individualised programmes of care for individuals
Sensory Services 1	Develop your own professional practice and promote awareness of vision impairment issues
Sensory Services 2	Develop your own professional practice and promote awareness of hearing impairment, Deaf issues and cultural needs
Sensory Services 3	Develop your own professional practice and promote awareness of Deafblind issues
Sensory Services 4	Identify and support the physical and sensory needs of individuals identified with complex needs
Sensory Services 5	Enable individuals with sensory needs to access training, employment and career development
Sensory Services 6	Work with individuals and key people to enable them to make informed decisions related to their sensory needs
Sensory Services 7	Identify and implement creative assistive technology (AT) options
Sensory Services 8	Prepare for habilitation/rehabilitation work, contact and involvement
Sensory Services 9	Undertake habilitation/rehabilitation interventions to meet the needs of people who are vision impaired
Sensory Services 10	Work within the values and principles of habilitation/rehabilitation practice and ensure your own professional development
Sensory Services 11	Support the independent living skills of Deafblind people

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 qualifications, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)

- 1 Qualification credit value: a minimum of 12 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 7.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)

- 1 Qualification credit value: a minimum of 21 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 21.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF) is a 12-credit qualification that consists of **one** mandatory unit **plus** optional units that provide for a combined total of 12 credits (where at least 7 credits must be at Level 2).

Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF)					
Unit	Unit reference	Mandatory units	Credit	Level	GLH
1	LD 201	Understand the context of supporting individuals with learning disabilities	4	2	35
Unit	Unit reference	Optional units (with unit support)			
2	LD 202	Support person-centred thinking and planning	5	2	34
3	SHC 21	Introduction to communication in health, social care or children's and young people's settings	3	2	23
4	LD 203	Provide active support	3	2	27
5	LD 205(K)	Principles of positive risk-taking for individuals with disabilities	2	2	20
6	LD 206(K)	Principles of supporting an individual to maintain personal hygiene	1	2	10
7	LD 208(K)	Principles of supporting individuals with a learning disability to access healthcare	3	2	23
Unit	Unit reference	Optional units (without unit support)			
8	HSC 2031	Contributes to support of positive risk-taking for individuals	3	2	27
9	LD 206(C)	Supports individuals to maintain personal hygiene	2	2	17
10	LD 208(C)	Contribute to supporting individuals with a learning disability to access healthcare	3	2	27
11	LD 210	Introductory awareness of Autistic Spectrum Conditions	2	2	17
12	LD Op 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
13	LD 311(C)	Support young people with a disability to make the transition into adulthood	5	3	40

Unit	Unit reference	Optional units (without unit support)	Credit	Level	GLH
14	LD 311(K)	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30
15	LD 312	Support parents with disabilities	6	3	43
16	LD 314(C)	Support individuals with self-directed support	5	3	35
17	LD 314(K)	Principles of self-directed support	3	3	26
18	Advo 301	Purpose and principles of independent advocacy	4	3	25
19	CMH 301	Understand mental well-being and mental health promotion	3	3	14
20	CMH 302	Understand mental health problems	3	3	14
21	DEM 201	Dementia awareness	2	2	17
22	DEM 207	Understand equality, diversity and inclusion in dementia care	2	2	20
23	HSC 2006	Support participation in learning and development activities	3	2	23
24	HSC 2007	Support independence in the tasks of daily living	5	2	33
25	HSC 2008	Provide support for journeys	2	2	17
26	HSC 2011	Support individuals to access and use information about services and facilities	3	2	20
27	HSC 2023	Contribute to supporting group care activities	3	2	23
28	HSC 3019	Support individuals in their relationships	4	3	27
29	HSC 3029	Support Individuals with Specific Communication Needs	5	3	35
30	HSC 3033	Support individuals during a period of change	4	3	29
31	HSC 3045	Promote positive behaviour	6	3	44
32	PD OP 2.1	Understand Physical Disability	2	2	19
33	SS MU 2.1	Introductory awareness of sensory loss	2	2	16
34	SS OP 2.1	Introductory awareness of models of disability	2	2	15
35	SS OP 2.3	Contribute to the support of individuals with multiple conditions and/or disabilities	3	2	25

Unit	Unit reference	Optional units (without unit support)	Credit	Level	GLH
36	SS OP 2.4	Contribute to supporting individuals in the use of assistive technology	3	2	19
37	SS OP 2.5	Support individuals to negotiate environments	4	2	32
38	HSC 3038	Work in partnership with families to support individuals	4	3	27

Learners cannot claim credit for BOTH units in each of the following combinations, where the same knowledge occurs in a knowledge unit (K) and its related competence unit (C): Unit 5 and Unit 8, Unit 6 and Unit 9, Unit 7 and Unit 10, Unit 13 and Unit 14, Unit 16 and Unit 17.

Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF) is a 21-credit qualification that consists of **three** mandatory units **plus** optional units that provide for a combined total of 21 credits (where at least 12 credits must be at Level 2 or above).

Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF)					
Unit	Unit reference	Mandatory units	Credit	Level	GLH
1	LD 201	Understand the context of supporting individuals with learning disabilities	4	2	35
2	LD 202	Support person-centred thinking and planning	5	2	34
3	SHC 21	Introduction to communication in health, social care or children's and young people's settings	3	2	23
Unit	Unit reference	Optional units (with unit support)			
4	LD 203	Provide active support	3	2	27
5	LD 205(K)	Principles of positive risk-taking for individuals with disabilities	2	2	20
6	LD 206(K)	Principles of supporting an individual to maintain personal hygiene	1	2	27
7	LD 208(K)	Principles of supporting individuals with a learning disability to access healthcare	3	2	23
Unit	Unit reference	Optional units (without unit support)			
8	HSC 2031	Contributes to support of positive risk-taking for individuals	3	2	27
9	LD 206(C)	Supports individuals to maintain personal hygiene	2	2	17
10	LD 208(C)	Contribute to supporting individuals with a learning disability to access healthcare	3	2	27
11	LD 210	Introductory awareness of Autistic Spectrum Conditions	2	2	17
12	LD Op 307	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
13	LD 311(C)	Support young people with a disability to make the transition into adulthood	5	3	40
14	LD 311(K)	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30

Unit	Unit reference	Optional units (without unit support)	Credit	Level	GLH
15	LD 312	Support parents with disabilities	6	3	43
16	LD 314(C)	Support individuals with self-directed support	5	3	35
17	LD 314(K)	Principles of self-directed support	3	3	26
18	Advo 301	Purpose and principles of independent advocacy	4	3	25
19	CMH 301	Understand mental well-being and mental health promotion	3	3	14
20	CMH 302	Understand mental health problems	3	3	14
21	DEM 201	Dementia awareness	2	2	17
22	DEM 207	Understand equality, diversity and inclusion in dementia care	2	2	20
23	HSC 2006	Support participation in learning and development activities	3	2	23
24	HSC 2007	Support independence in the tasks of daily living	5	2	33
25	HSC 2008	Provide support for journeys	2	2	17
26	HSC 2011	Support individuals to access and use information about services and facilities	3	2	20
27	HSC 2023	Contribute to supporting group care activities	3	2	23
28	HSC 3019	Support individuals in their relationships	4	3	27
29	HSC 3029	Support Individuals with Specific Communication Needs	5	3	35
30	HSC 3033	Support individuals during a period of change	4	3	29
31	HSC 3045	Promote positive behaviour	6	3	44
32	PD OP 2.1	Understand Physical Disability	2	2	19
33	SS MU 2.1	Introductory awareness of sensory loss	2	2	16
34	SS OP 2.1	Introductory awareness of models of disability	2	2	15
35	SS OP 2.3	Contribute to the support of individuals with multiple conditions and/or disabilities	3	2	25
36	SS OP 2.4	Contribute to supporting individuals in the use of assistive technology	3	2	19
37	SS OP 2.5	Support individuals to negotiate environments	4	2	32
<p>Learners cannot claim credit for BOTH units in each of the following combinations, where the same knowledge occurs in a knowledge unit (K) and its related competence unit (C): Unit 5 and Unit 8, Unit 6 and Unit 9, Unit 7 and Unit 10, Unit 13 and Unit 14, Unit 16 and Unit 17.</p>					

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Assessment principles

The assessment principles for these qualifications have been included in *Annexe C*. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles include details on:

- criteria for defining realistic working environments
- internal quality assurance
- definitions

For up to date information on assessment principles, please go to the Edexcel website.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being 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
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the

assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award in Supporting Individuals with Learning Disabilities (QCF) is accredited on the QCF for learners aged 16 and above.

The Edexcel BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities (QCF) is accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

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

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

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

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1/LD 201: Understand the context of supporting individuals with learning disabilities

Unit code:	K/601/5315
QCF Level 2:	BTEC Specialist
Credit value:	4
Guided learning hours:	35

Unit aim

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

Unit introduction

To support individuals with learning disabilities, learners should have a good understanding of the relevant legislation and its practical application. They should also be aware why legislation is necessary. By considering the history of provision for individuals with learning disabilities, learners can be made aware of the need to promote individual empowerment and active participation. Learners will be introduced to relevant legislation and policies that have influenced the everyday experiences of individuals with learning disabilities as well as their families.

Learners will be introduced to the nature and characteristics of 'learning disability'. They will discuss sociological perspectives and consider the impact on a family that includes a member with a learning disability. Investigating the historical context of learning disability in greater depth, and considering the changes that have occurred over time, will enable learners to develop an understanding of how past ways of working compare to, and have influenced, current ways of working.

Learners will examine the basic principles and practice of advocacy, empowerment and active participation, ensuring that they understand, and can relate, theory to practice.

Prejudice, labelling and stereotyping are all part of society's views and attitudes towards those with learning disabilities. Learners will examine the positive and negative impact of society's views and attitudes on individuals and their families and consider the roles that external agencies and others have played in promoting change.

By investigating the communication cycle and practical strategies that can be used to ensure messages and information are understood, learners will develop

understanding of the importance of communication. They should be able to describe and explain the theory of communication in good practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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
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: a) where people live b) daytime activities c) employment d) sexual relationships e) the provision of healthcare

Learning outcomes	Assessment criteria
<p>4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</p>	<p>4.1 Explain the meaning of the term 'social inclusion'</p> <p>4.2 Explain the meaning of the term advocacy</p> <p>4.3 Describe different types of advocacy</p> <p>4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities</p>
<p>5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</p>	<p>5.1 Explain how attitudes are changing in relation to individuals with learning disabilities</p> <p>5.2 Give examples of positive and negative aspects of being labelled as having a learning disability</p> <p>5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers</p> <p>5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p>6 Know how to promote communication with individuals with learning disabilities</p>	<p>6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities a) verbal communication b) non-verbal communication</p> <p>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</p> <p>6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings</p>

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 eg 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

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

Causes of learning disability: eg 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 content of learning disability**

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

Terminology: eg special needs, mental handicap

Effects of past on present: attitudes and beliefs of society, underpinning factors - political, social and economic; labelling and stereotyping, segregation, work houses, poor interagency collaboration, improved interagency 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, provide 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 (P(personal), C(cultural) and S(structural)); society's changing attitudes; inclusivity, media-representation, values and ethics; cultural, religious

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

Promoting positive attitudes: education, engaging with communities, integration, inclusion

External agencies and others: roles; external agencies – advocacy services, professionals, parent/carer support groups; campaign groups; others – friends and colleagues, members of the public

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

Essential guidance for tutors

Delivery

Some structured teaching will be needed for this unit to introduce specific concepts. However, learner experience and examples will be useful vehicles for discussion and will help when applying theory to practice. Learner observations will also be invaluable when discussing and developing effective communication skills.

The influences of policy and legislation should be discussed and their strengths, weaknesses and influences on day-to-day experiences. Guest speakers from the vocational area will encourage learner understanding and interest.

Assessment

A case study from the vocational area, or a fictional study, might be used to meet learning outcomes 2, 4, 5 and 6 drawing on underpinning theory to support examples and discuss areas not covered in the study. The case study would be introduced with an explanation of the term 'learning disability' (2.1) and lead to a discussion of at least three different causes of learning disabilities. The case study should identify the model of disability under discussion and describe an alternative model (2.3). Researching documentation, including those from the BILD (British Institute of Learning Disabilities) would help meet 2.4 and 2.5, and would again return to the case study. To meet 4.1 and 4.2, learners need to explain social inclusion and advocacy - each explanation should be supported with examples from, where possible, the vocational area. For 4.3 and 4.4 learners should describe different types of advocacy and how to build empowerment and active participation.

For learning outcome 6, learners should identify ways of adapting verbal and non-verbal communication when communicating with individuals who have learning disabilities by giving a list of the main features used in the case study (6.1). 6.2 requires discussion and reasoning of examples of using of 'age' and 'ability' appropriate language. The theory of communication and the communication cycle should be described for 6.3.

Learning outcome 1 might be met through a piece of written work identifying legislation and applying it to specific examples or experiences. Learning outcome 3 could be met through a piece of written work or presentation that investigates the historical context of learning disability. Learners could explore social history and write an essay or storyboard to present to the group.

Indicative resource materials

Textbooks

Cambridge P and Carnaby S (Editors) – *Person Centred Planning and Care Management with People with Learning Disabilities* (Jessica Kingsley Publishers, 2005) ISBN-13:978-1-84310-131-4

McFarlin Fletcher M J, Lyon Reid G, Fuchs L S, Barnes M A – *Learning Disabilities from Identification to Intervention* (Guildford Press, 2007) ISBN-13:978-1-84310-131-4

Race D G – *Learning Disability: A Social Approach* (Routledge, 2002) ISBN 0-415-25038-2

Thomas D and Woods H – *Working with People with Learning Disabilities* (Jessica Kingsley Publishers, 2003) ISBN 10: 1-85302 973 4

Welshman J and Walmsley J (Editors) – *Community Care in Perspective: Care, Control and Citizenship* (Publisher, 2006) ISBN 9781403992666

Websites

www.aboutequalopportunities.co.uk	About Equal Opportunities
www.bild.org.uk	British Institute of Learning Disabilities
www.equalityhumanrights.com/	Equality and Human Rights Commission
www.odl.gov.uk/working/ded/index.php	Office for Disability Issues
www.ukdpc.net/	United Kingdom Disabled People's Council

Unit 2/LD 202: Support person-centred thinking and planning

Unit code:	L/601/6442
QCF Level 2:	BTEC Specialist
Credit value:	5
Guided learning hours:	34

Unit aim

This unit aims to provide learners with an understanding of the principles which underpin person-centred planning and practice within health and social care. The unit also aims to provide the learner with an understanding of the context in which person-centred planning and practice takes place.

Unit introduction

A person-centred approach to planning and review is an essential component of providing support within residential, day and domiciliary settings. Current legislation provides a framework within which all personnel must operate, taking a holistic and needs-led approach to the support of individuals. This unit will give learners an understanding of the beliefs and values which a person-centred approach is based on. Learners will examine these and also gain knowledge of the tools which are used in planning and delivery of support. Learners will investigate the challenges presented by this approach and consider how to apply person-centred thinking to their own experience. Learners will develop competence in the skills and attitudes required to support person-centred thinking in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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, planning and 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"> • with individuals • in teams
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

Learning outcomes	Assessment criteria
<p>4 Be able to apply person-centred thinking in relation to own life</p>	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe own relationship circle</p> <p>4.3 Describe how helpful using a person-centred thinking toll was to identify actions in relation to own life</p> <p>4.4 Describe how to prepare for own person-centred review</p>
<p>5 Be able to implement person-centred thinking and person-centred reviews</p>	<p>5.1 Use person-centred thinking to know and act on what is important to the individual</p> <p>5.2 Establish with the individual how they want to be supported</p> <p>5.3 Use person-centred thinking to know and respond to how the individual communicates</p> <p>5.4 Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life</p> <p>5.5 Support the individual in their relationships and in being part of their community using person centred thinking</p> <p>5.6 Ensure that the individual is central to the person centred review process</p> <p>5.7 Explain how to ensure that actions from a review happen</p>

Unit content

1 **Understand the principles and practice of person-centred thinking, planning and reviews**

Beliefs and values: Rogers, core conditions, growth promoting climate; the social model and principles of inclusion; work of Michael Smull

Person-centred thinking: based around 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: eg the doughnut sort, matching staff, relationship circles; circles of support; communication charts, learning logs, 4+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 – a creative tool which is a team facilitated graphic planning process)

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: a new strategy for learning disability for the 21st century* (2001); white paper *Valuing People Now: from progress to transformation* (2007)

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: defining roles and responsibilities; use of Planning Alternative Futures (PATHS), Making Action Plans (MAPS); assessing risks; use of process facilitators, graphic facilitators

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, eg 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

Essential guidance for tutors

Delivery

The unit should be delivered by a tutor with experience of delivering person-centred support to individuals. The knowledge elements of the unit will require a taught approach, but it is recommended that learners are offered as many opportunities, as is considered reasonable, to discuss issues and contribute ideas from their own experience of working in the sector. The use of case studies and training DVDs is also recommended as a focus for discussion and will provide a realistic context for learners. Examples of person-centred tools which can be down-loaded from the internet may be used as examples in the classroom. Learners could be encouraged to use some of these to assess their own progress and develop empathy with individuals who use the services. Learning outcomes 4 and 5 require learners to demonstrate their skills and it is recommended that learners are given opportunities to observe professionals either in their own workplace or on work experience. Learners will also need opportunities to practise skills as part of the learning process.

Assessment

Assessment for the unit could be produced in a variety of forms that will enable learners to achieve functional skills in English and ICT. Tutors should ensure full coverage of the assessment criteria and adherence to the command verbs in order to meet the requirements of the unit. **Learning outcomes 4 and 5 require learners to demonstrate their skills in applying the knowledge elements of this unit in real work situations.** Learners should produce reflective accounts of their performance, accompanied by signed witness accounts from workplace supervisors.

Indicative resource materials

Textbooks

Brooker D – *Person-centred Dementia Care – Making Services Better* (Jessica Kingsley Publishers, 2007) ISBN 978-1-84310-337-0

O'Brien J and O'Brien C – *A Little Book about Person – Centred Planning* (Inclusion Press, 2006) ISBN 1-895418-40-2

Journals

Community Care Magazine

The Nursing Times

Websites

www.cambridgeshire.gov.uk

Person-centred planning

www.mencap.org.uk

Mencap works exclusively with and for people with a learning disability

www.valuingpeoplenow.gov.uk/index.jsp

Resources on legislation

Unit 3/SHC 21: Introduction to communication in health, social care or children's and young people's settings

Unit code:	F/601/5465
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	23

Unit aim

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

Unit introduction

Health and social care professionals need good communication skills to help them develop relationships with a range of people. This mandatory unit gives learners opportunities to gain knowledge and understanding of the skills involved in communication, so that they can develop appropriate interpersonal skills. Learners will examine why communication is important in the work setting and explore ways of meeting the communication and language needs, wishes and preferences of individuals. The barriers to communication, as well as ways to reduce such barriers are also highlighted in the unit. In learning outcome 4, learners will cover the principles and practices relating to confidentiality at work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why communication is important in the work setting	<p>1.1 Identify different reasons why people communicate</p> <p>1.2 Explain how effective communication affects all aspects of own work</p> <p>1.3 Explain why it is important to observe an individual's reactions when communicating with them</p>
2 Be able to meet the communication and language needs, wishes and preferences of individuals	<p>2.1 Find out an individual's communication and language needs, wishes and preferences</p> <p>2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences</p> <p>2.3 Show how and when to seek advice about communication</p>
3 Be able to reduce barriers to communication	<p>3.1 Identify barriers to communication</p> <p>3.2 Demonstrate how to reduce barriers to communication in different ways</p> <p>3.3 Demonstrate ways to check that communication has been understood</p> <p>3.4 Identify sources of information and support or services to enable more effective communication</p>
4 Be able to apply principles and practices relating to confidentiality at work	<p>4.1 Explain the term 'confidentiality'</p> <p>4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working</p> <p>4.3 Describe situations where information normally considered to be confidential might need to be passed on</p> <p>4.4 Explain how and when to seek advice about confidentiality</p>

Unit content

1 Understand why communication is important in the work setting

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

The effects of communication on own work: communication with eg colleagues, people who use services, children; supports the development of effective relationships, helps to build trust; aids understanding of individual needs; prevents misunderstandings; supports the development of own knowledge and skills

The importance of observing others' reactions: verbal communication eg tone, pitch, silence; non-verbal communication eg body language, facial expressions, eye contact, gestures, touch; to understand emotional state; know 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 eg beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities

Communication methods: verbal, non-verbal; written; British Sign Language; Makaton; Braille; finger spelling; pictures and symbols; technological aids, eg minicom, telephone relay systems; human aids eg interpreters, translators

When and how to seek advice: awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager; SENCO; specialists eg speech and language therapists, sign language specialists

3 Be able to reduce barriers to communication

Barriers to communication: sensory impairment; dialect; use of jargon; environmental factors eg 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 eg interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions; checking understanding

Sources of information: interpreting service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID)

4 Be able to apply principles and practices relating to confidentiality at work

Confidentiality: personal information; sensitive information; principles of the Data Protection Act 1998 and relevant legislation

Confidentiality in day-to-day communication: types of information eg paper-based, electronic; policies and procedures in own workplace setting; confidentiality relating to the collection, recording and storage of information; following procedures for sharing 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; concept of 'need to know'

How and when to seek advice regarding confidentiality: referring to line manager; seeking consent; importance of following procedures

Essential guidance for tutors

Delivery

This unit should be seen as an introduction to the importance of communication within a health or social care setting. Learners should first gain an understanding of their own and others' communication skills and how this can be used to promote and maintain interactions effectively. The topic could be introduced by using extracts from popular television programmes to demonstrate a variety of interactions, followed by class or small-group discussions and/or worksheets. Photographs could be used to familiarise learners with the importance of body language with cultural differences as appropriate. Following this, a variety of preliminary activities, simulation/role play could be used to help develop skills. Learners should be encouraged to be reflective and consider how their own interpersonal skills impact on others.

This understanding should then be applied to the health or social care environment, in terms of supporting the needs of individuals with learning disabilities. The emphasis should be on the importance of working with individuals with learning disabilities in order to identify their specific needs and preferences. Skills can be developed and practised in the classroom, with the use of simulation to encourage the application of these skills in supporting individuals with learning difficulties. If work experience is available, it can be used to develop communication skills and will contribute to the understanding of the importance of effective communication in supporting individuals with learning disabilities. It is recommended that tutors should act as a facilitator to encourage learners to reflect, question, observe and be guided into making positive decisions about their attitude to systems, the individuals they work with and their own development.

Learners should demonstrate an awareness of how to meet the communication and language needs of the individuals they are supporting. This can be achieved by exploring a range of communication methods. Again, a variety of activities and simulations can be used to investigate verbal and non-verbal communication methods such as British Sign Language, Makaton, Braille, pictures and symbols, technological aids and interpreters or translators.

Learners should also have the opportunity to explore situations where they need to assess their own communication strengths and weaknesses to develop an awareness of when and how to seek advice from colleagues or managers. Learners could be given a range of appropriate scenarios to discuss in small groups with the tutor acting as a facilitator to encourage them to reflect, question, observe and be guided into making positive decisions about their personal communication skills, and about when and how to seek appropriate help. These activities can be extended to consider barriers to communication and how to reduce these barriers effectively.

It is important that learners are introduced to the available sources of information to enable them to ensure that they can reduce barriers to communication, so that they are able to support individuals with learning difficulties in a meaningful way.

Learners also need to demonstrate an awareness of the principles and practices surrounding confidentiality at work. They need to show an appreciation of the principles of data protection legislation. They should be introduced to the concepts of confidentiality in day-to-day communication and when confidential information might need to be passed on.

All these skills can be developed through the use of videos, discussion, role play, or work experience if available. Delivery should be as flexible as possible, recognising the diverse needs of learners. Simulation of situations and group discussions should play a major part in delivery of the unit.

Assessment

Learners need to demonstrate an understanding of why communication is important in the work setting. Types of evidence could include posters, essays or records of presentations.

As part of the assessment learners could participate in two interactions, in both a group and a one-to-one situation. Learners should play an active part in the interactions, which should be in a context of supporting the individual with learning disabilities. **This needs to be assessed in a real work environment.** Examples of appropriate interactions could include working with an individual, or a group of individuals, with learning difficulties on an identified activity involving discussion, talking to an individual with learning disabilities who is resident in a care home, talking to a health and social care professional or third sector professional, or role-play activities. In all instances, learners need to demonstrate the appropriate interpersonal skills and their communication skills need to be reviewed against the associated assessment criteria. This review could indicate how an awareness of difficulties or barriers in communication can help to prevent misunderstandings between individuals, and how understanding these difficulties can promote better communication with individuals with learning difficulties.

Learners also need to apply principles and practices relating to confidentiality at work. This could be demonstrated through a range of activities in a real work environment, where the required evidence can be demonstrated.

Indicative resource materials

Textbooks

Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997) ISBN 0333664396

Meggitt C – *A Special Needs Handbook for Health and Social Care* (Hodder Arnold, 1997) ISBN 0340683600

Miller J – *Social Care Practice* (Hodder and Stoughton, 1996) ISBN 03406551X

Websites

www.bcdp.org.uk	British Council of Disabled People
www.careknowledge.com	Communicate, collaborate and find/share information
www.ccwales.org.uk	Care Council for Wales
www.community-care.co.uk	Health and social care information and resources
www.dh.gov.uk	Department of Health
www.niscc.info	Northern Ireland Social Care Council

Unit 4/LD 203: Provide active support

Unit code:	Y/601/7352
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	27

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills for 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.

Unit introduction

When providing direct support and assistance to individuals learners should understand the theory underpinning person-centred activities and the value of positive interaction. Breaking down tasks into their component parts will encourage and enable the individual to participate in activities. In learning outcome 1, the learner will develop their understanding of active support and how this helps an individual's participation.

Learning outcome 2 considers positive interaction as a way of promoting an individual's interaction in activity. In learning outcome 3 learners examine how person-centred daily plans promote participation in activities associated with a valued lifestyle.

The importance of detailed, accurate plans and records will demonstrate the individuals' participation and progress in activities associated with a valued lifestyle. This area is covered by learning outcome 4, where learners will investigate how to record an individual's participation in activities over time and how to record any changes in participation. Learners will also need to produce a report which demonstrates the extent to which an individual's participation represents the balance of activity associated with a valued life-style.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how active support translates values into person-centred practical action with an individual</p>	<p>1.1 Explain how the key characteristics of active support differ from the hotel model</p> <p>1.2 Define the terms:</p> <ul style="list-style-type: none"> • promoting independence • informed choice • valued life <p>1.3 Explain how use of active support can promote independence, informed choice and a valued life</p>
<p>2 Be able to interact positively with individuals to promote participation</p>	<p>2.1 Explain the three elements in positive interaction that promote an individual's participation in activity</p> <p>2.2 Break a routine task into manageable steps for an individual</p> <p>2.3 Provide different levels of help to support an individual to participate in a task or activity</p> <p>2.4 Positively reinforce an individual's participation in an activity</p>
<p>3 Be able to implement person-centred daily plans to promote participation</p>	<p>3.1 Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement</p> <p>3.2 Use a structured person-centred format to ensure that a valued range of activities for an individual is available</p> <p>3.3 Use a structured format to plan support for an individual to participate in activities</p>
<p>4 Be able to maintain person-centred records of participation</p>	<p>4.1 Record an individual's participation in activities</p> <p>4.2 Describe changes in an individual's participation over time</p> <p>4.3 Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle</p>

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 offer a poor quality of life to individuals eg 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 user experience and behaviour; person-centred teamwork; 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 eg 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; communicate clearly and effectively to meet individual's specific needs; benefits to staff teams and service users of participating in active support; positive interactions that promote service user's participation in activity

Task analysis: breaking routine tasks into manageable steps for an individual eg observing an activity, identifying and overcoming problem areas then communicating steps to the individual eg making a cup of tea

Levels of support: levels of help – definition – graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level; assistance should be given flexibly according to the individual's need for help, and should be focused 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, naturally occurring rewards eg drinking a cup of tea the individual has just made or other things that the individual particularly likes eg praise and attention or a preferred activity as an encouragement or reward for participating in a specified activity

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: refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities

Formatting plans: structure and format plans that encompass valued activities; structure and format of plan to support individuals to participate in activities; devise goals and strategies to evaluate activities against a baseline

4 Be able to maintain person-centred records of participation

Record keeping: record and report 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, incorporating 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

Essential guidance for tutors

Delivery

This unit could be introduced through initial class discussions to encourage learners to think about models of support and definitions of vocational language and terms. This will raise awareness of the focus of the unit. Learners should be encouraged to relate their understanding to workplace experience and apply theoretical learning to examples from the vocational setting.

Case study material and active learning techniques could be used to reinforce learning. Guest speakers from the field could be invited to help learners relate theory to practice. DVDs and media productions could be used to identify areas of good and of poor practice.

Learners should be encouraged to share their experiences and examples in small groups or in whole-class discussion.

Assessment

This unit could be assessed using a single case study, or through two or three smaller ones depending on the learner needs.

Learning outcome 1 requires learners to compare and contrast the theories of active support and the hotel model of support. Vocational terminology should be defined, explained and used in context.

For learning outcome 2, learners could use their real work environment to identify three elements of positive interaction that promote an individual's participation in a task or activity. Routine tasks should be broken into manageable steps for individuals. Learners also need to demonstrate the ability to offer different levels of help, from simple verbal reminders to actual physical guidance, which are needed to support an individual to participate in a task or activity. Learners should produce written evidence to indicate areas where positive reinforcement has been used. Steps within tasks might need to be tabulated and correlated with the levels of help required and the reinforcement used.

Learning outcome 3 requires learners to implement person-centred daily plans to promote participation. Structured daily plans from the learners' real work situations could be used as evidence, where opportunities provided for individuals to participate in a valued range of activities throughout the day have been identified. This should avoid lengthy periods of disengagement between the learner and the individual requiring support.

For learning outcome 4, learners need to provide evidence, within a real work environment, that they are able to maintain person-centred records of participation which describe changes in an individual's participation over time and reflect a valued lifestyle for the individual requiring support.

Learning outcomes 2, 3 and 4 need to be assessed in real work situations, where learners can demonstrate their skills in applying the knowledge elements of the unit in practical situations.

Indicative resource materials

Textbooks

Jones E, Perry J, Lowe K, Allen D, Toogood S, Felce D – *Active Support: A Handbook for Supporting People with Learning Disabilities to Lead Full Lives* (ARC Cymru). Available online at www.arcuk.org.uk/1000781/default/the+active+support+handbook.html

Thomas D and Woods H – *Working with People with Learning Disabilities: Theory and Practice* (Jessica Kingsley Publishers, 2003) ISBN 10: 1-853029734

Websites

www.arcuk.org.uk/	Association for Real Change – information, support and networking for providers of services to people with a learning disability
www.mencap.org.uk/	Mencap works exclusively with and for people with a learning disability
www.skillsforhealth.org.uk	Sector Skills Council for Care and Development

Unit 5/LD 205(K): Principles of positive risk taking for individuals with disabilities

Unit code:	K/601/6285
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

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

Unit introduction

This unit gives learners the opportunity to explore aspects of positive risk taking. The ability to take risks in a positive way enables individuals with learning disabilities to take control of their own lives by making informed decisions. People with learning disabilities can then develop greater confidence and independence in the way they are able to lead their lives. Learners will gain insight into the importance of positive, person-centred risk assessment, as well as knowledge of legislation and policies relevant to positive risk taking.

The unit also presents the opportunity to develop learner understanding of how to support individuals with learning disabilities in decisions about risk taking and also how to support individuals with learning disabilities to manage identified risks.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the importance of risk taking in everyday life for individuals with disabilities</p>	<p>1.1 Identify aspects of everyday life in which risk plays a part</p> <p>1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks</p> <p>1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks</p> <p>1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to:</p> <ul style="list-style-type: none"> • gain in self-confidence • develop skills • take an active part in their community
<p>2 Understand the importance of positive, person-centred risk assessment</p>	<p>2.1 Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches</p> <p>2.2 Identify the features of a person-centred approach to risk assessment</p> <p>2.3 Describe ways in which traditional risk assessments have tended to have a negative focus</p>
<p>3 Know how legislation and policies are relevant to positive risk taking</p>	<p>3.1 Identify legislation and policies which promote the human rights of individuals with disabilities</p> <p>3.2 Describe how to use a human rights based approach to risk management</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to support individuals with disabilities in decisions about risk-taking</p>	<p>4.1 Explain the connection between an individual’s right to take risks and their responsibilities towards themselves and others</p> <p>4.2 Outline how the principle of ‘Duty of Care’ can be maintained whilst supporting individuals to take risks</p> <p>4.3 Describe ways of enabling individuals with disabilities to make informed choices about taking risks</p> <p>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</p> <p>4.5 Explain the potential positive and negative consequences of the choices made about taking risks</p> <p>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</p> <p>4.7 Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking</p>
<p>5 Understand how to support individuals with disabilities to manage identified risks</p>	<p>5.1 Explain the importance of including risks in the individual’s support plan</p> <p>5.2 Explain why it is important to review risks in the individual’s support plan</p> <p>5.3 Outline why it is important to communicate and work in a consistent way with all those supporting the individual</p> <p>5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take</p>

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 eg 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, flowcharts, 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 lifestyle; 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

Essential guidance for tutors

Delivery

Learners' vocational experience will help inform this unit and should be related to relevant theory and legislation. Tutor and supervisor support will be required to ensure learners develop a person-centred approach to enabling individuals to take risks. Consideration should be given to the wide range of experiences learners will have and it is important that alternative procedures are discussed.

Learners will need structured guidance to ensure they have a good understanding of supporting individuals in making choices and decisions about risk taking. The need to and importance of documenting discussions and actions should be considered in depth, which will enable learners to develop the skill of devising succinct reporting processes.

Visiting speakers can provide valuable expertise, offering insights that will enhance the learning experience for the learners.

Assessment

Assessment for this unit should be mainly written and should be based in experiential learning and evidence-based practice. Evidence of understanding should be supported by reference to the appropriate legislation, policy and theory.

Presentations could be used to assess the knowledge-based learning outcomes 1 and 3. Learning outcomes 2, 4 and 5 could be assessed through a real or fictional case study.

Alternatively, a work-based log linking to the assessment criteria and accompanied by a piece of reflective writing, would provide an interesting and valuable means of assessment. The reflective writing should be underpinned with relevant theory, legislation and policies, as well as appropriate practical examples.

Indicative resource materials

Textbooks

Cambridge P and Carnaby S – *Person – Centred Planning and Care Management with People with Learning Difficulties* (Jessica Kingsley Publishers, 2005) ISBN 978-1843101314

Gates B (Editor) – *Learning Disabilities: Towards Inclusion* (Elsevier Health Sciences, 2007) ISBN 978-0443101984

Sellers C – *Risk Assessment in People with Learning Difficulties* (Blackwell Publishers, 2002) ISBN 0-631-23547-7

Journal

Learning Disability Practice (RCN Publishing) available online at www.learningdisabilitypractice.co.uk

Unit 6/LD 206(K): Principles of supporting an individual to maintain personal hygiene

Unit code:	H/601/5703
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	10

Unit aim

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

Unit introduction

This unit introduces learners to the theory that is needed to support individuals to maintain personal hygiene and why good personal hygiene is necessary. Learning outcome 1 covers the importance of personal hygiene and the effects of poor personal hygiene on health and well-being. In learning outcome 2, learners will consider how to encourage an individual to maintain personal hygiene with sensitivity, and without imposing their own values on the individual.

Learning outcome 3 enables learners to investigate how to support an individual to maintain personal hygiene. It also includes the importance of personal choice and maintaining dignity as well as the need to consider cultural factors. For learning outcome 4, learners have the opportunity to gain an understanding of when poor hygiene may be an indication of other underlying issues. This allows the learner to support an individual maintaining a good standard of personal hygiene.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
2 Know how to encourage an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values 2.2 Describe how to make an individual aware of the effects of poor hygiene on others 2.3 Describe how to support an individual to develop and improve personal hygiene routines
3 Know how to support an individual to maintain personal hygiene	3.1 Identify factors that contribute to good personal hygiene 3.2 Explain how to support the preferences and needs of the individual while maintaining their independence 3.3 Describe how to maintain dignity of an individual when supporting intimate personal hygiene 3.4 Describe risks to own health in supporting personal hygiene routines 3.5 Describe how to reduce risks to own health 3.6 Identify others that may be involved in supporting an individual to maintain personal hygiene
4 Understand when poor hygiene may be an indicator of other underlying personal issues	4.1 Identify underlying personal issues that may be a cause of poor personal hygiene 4.2 Describe how underlying personal issues might be addressed

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 eg 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 eg posters, DVDs; spread of infection and disease; social effect

Supporting an individual: privacy, confidentiality; different procedures and products; using communication and interpersonal 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 eg within personal environment, products, helpers; enabling independence, supporting and encouraging choice eg of products and procedures

Maintaining dignity: facilities; personal beliefs and preferences eg 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 eg overalls, gloves; understanding and using interpersonal skills

Involvement of others: services eg podiatry, dental, haircare

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

Underlying personal issues: physical factors eg accessibility and ability to use resources due to height, size; allergies and sensitivities; mental illness eg 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 eg skin allergy

Essential guidance for tutors

Delivery

Learners' vocational experiences will be a valuable aid to delivery and will provide practical examples that can be related to underpinning theory of the principles of supporting an individual to maintain personal hygiene.

Classroom discussions should be guided by tutors to ensure that confidentiality is maintained. Media productions could be used to demonstrate personal hygiene issues and how they should, or should not, be addressed. Learners would benefit from visits from guest speakers from within the appropriate vocational areas. They can provide examples in context and support these examples with the appropriate theory.

Assessment

Assessment could be through a variety of formats, for example role-play, posters, presentations, information leaflets and, where appropriate, essays.

One assessment could be used for each learning outcome, ensuring that all assessment criteria are met. This approach would ensure that learners experience a range of different assessment styles.

Indicative resource materials

Textbooks

Dingwall L – *Personal Hygiene Care: Essential Clinical Skills for Nurses* (Wiley-Blackwell, 2010) ISBN-13: 978-1-4051-6307-1

Gates B – *Learning Disabilities: Towards Inclusion* (Churchill Livingstone, 2007) ISBN-13: 978-0443101984

Wrobel M – *Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism* (Future Horizons Incorporated, 2003) ISBN-13: 978-0443101984

Journal

Learning Disability Practice (RCN Publishing) available online at www.learningdisabilitypractice.co.uk

Unit 7/LD 208(K): Principles of supporting individuals with a learning disability to access healthcare

Unit code:	T/601/8654
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	23

Unit aim

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

Unit introduction

This unit introduces learners to legislation that supports a rights based approach to accessing healthcare. This includes, in learning outcome 1, the recognition of the rights of the individual, such as the right to be respected, to be treated equally and not be discriminated against. Learners will also explore legislation that ensures individuals have equal access to services. In learning outcome 2, learners will also investigate the function of different healthcare services that an individual with a learning disability may need to access. They should be able to list a range of healthcare services and describe the type of work each service carries out. Learners should be able to understand and explain how individuals with learning difficulties can gain access to each type of healthcare service.

In learning outcome 3, learners will investigate the role of healthcare professionals within different healthcare services. They will also consider the responsibilities that are part of a health professional's role. In learning outcome 4, learners will study how healthcare plans and regular health checks can benefit individuals with learning disabilities. For learning outcome 5, learners will explore the various barriers to accessing care and investigate how these barriers may be overcome.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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
3 Understand the role of professionals within different healthcare services that an 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 well-being 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 well being 4.3 Outline how missing regular health checks may increase the risk of poor health and well being for the individual 4.4 Explain the importance of individual preference in relation to treatments available

Learning outcomes	Assessment criteria
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

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; Disability Discrimination Act 2005, The Disability Equality Duty; 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: eg GP, optician, auditory, medical, surgical, dental, podiatry, gynaecological, obstetric, mental health, A&E

The role of healthcare services: providers – PCT, NHS; 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 eg 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 eg 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

Essential guidance for tutors

Delivery

Learners' vocational experiences will aid discussion. Learners will bring a range of experience and examples, which will help inform delivery.

The guidance of an experienced tutor will ensure that theory is related to appropriate good practice and that current, relevant legislation is applied and understood. Learners will benefit from input from vocational speakers with practical and up-to-date experience.

The use of case study material, whether visual or audio, from individuals who have had difficulties accessing healthcare services would also benefit learners.

Assessment

This unit could be assessed through a case study that draws together and applies the relevant theory, either from experiential learning or a fictional study. Alternatively, it could be assessed through four short assignments using a variety of assessment methods, for example, assignment one, by means of a presentation introducing legislation (learning outcome 1), through setting up a table investigating services, provision, providers, gaining access and the roles and responsibilities of providers (learning outcome 2 and learning outcome 3). A case study to explain accessing healthcare services and the benefits of healthcare plans and health checks (learning outcome 4), and written work, investigating barriers to provision and how these might be overcome (learning outcome 5).

Indicative resource materials

Textbooks

Gates B – *Learning Disability: Toward Inclusion* (Churchill Livingstone, 2007)
ISBN-13: 978-0443101984

Thompson J and Pickering S – *Health Needs of People with Learning Disability: The Public Health Agenda* (Bailliere Tindall, 2001) ISBN-13: 978-0702025327

Journals

Learning Disability Practice (RCN Publishing) available online at
www.learningdisabilitypractice.co.uk

www.publications.parliament.uk/pa/jt200708/jtselect/jtright/40/40i.pdf

Other resources

Joint Committee Report on Human Rights: A Life Like Any Other? Human Rights of Adults with Learning Disabilities (2007 – 2008)

NHS Information Centre: 'Access to Healthcare for People with Learning Disabilities 2010' (available from www.ic.nhs.uk)

Websites

www.dhsspsni.gov.uk	Department of Health, Social Services and Public Safety
www.nhshealthquality.org	NHS Quality Improvement Scotland
www.mentalhealthlaw.co.uk/	Mental Health Law Online
www.understandingindividualneeds.com	Provides information for those who support individuals with learning disabilities
www.who.int/	World Health Organisation

Unit 8/HSC 2031: Contribute to support of positive risk-taking for individuals

Unit code:	A/601/9546
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	27

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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"> • gain in self-confidence • develop skills • take an active part in their community
2 Understand the importance of positive, person-centred risk assessment	2.1 Explain how a person-centred approach to risk assessment can support positive outcomes 2.2 Identify the features of a person-centred approach to risk assessment

Learning outcomes	Assessment criteria
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
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

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 4 and 5 must be assessed in a real work environment.**

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

Person-centred reflects what is important to individuals and helps them to live the life they choose.

Policies may include:

- national policy
- local policy.

Others may include:

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

Agreed ways of working will include policies and procedures.

Unit 9/LD 206(C): Support individuals to maintain personal hygiene

Unit code:	K/601/9963
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being

Learning outcomes	Assessment criteria
<p>2 Be able to support individuals to maintain personal hygiene</p>	<p>2.1 Support an individual to understand factors that contribute to good personal hygiene</p> <p>2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values</p> <p>2.3 Support the individual to develop awareness of the effects of poor hygiene on others</p> <p>2.4 Support the preferences and needs of the individual while maintaining their independence</p> <p>2.5 Describe how to maintain dignity of an individual when supporting intimate personal hygiene</p> <p>2.6 Identify risks to own health in supporting an individual with personal hygiene routines</p> <p>2.7 Reduce risks to own health when supporting the individual with personal hygiene routines</p> <p>2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene</p>
<p>3 Understand when poor hygiene may be an indicator of other underlying personal issues</p>	<p>3.1 Identify underlying personal issues that may be a cause of poor personal hygiene</p> <p>3.2 Describe how underlying personal issues might be addressed</p>

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcome 2 must be assessed in a real work environment.**

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

Factors may include:

- washing
- showering/bathing
- washing hair
- cleaning clothes
- keeping nails clean
- washing hands after using the toilet.

Preferences and needs will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.

Maintaining dignity includes:

- privacy
- having trust on both sides
- being professional
- awareness of abuse
- averting eye contact to avoid embarrassment
- being gentle
- being able to empathise.

Risks – from infection and reduction through infection control techniques.

Others may include:

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

Underlying personal issues may include:

- financial issues
- abuse
- health issues.

Unit 10/LD 208(C): Contribute to supporting individuals with a learning disability to access healthcare

Unit code:	J/602/0036
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	27

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Understand the function of different healthcare services that an individual with a learning disability may need to access</p>	<p>2.1 List a range of healthcare services that an individual with a learning disability may need to access</p> <p>2.2 Describe the work of each type of healthcare service</p> <p>2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access</p>
<p>3 Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability</p>	<p>3.1 Explain how plans for healthcare can be of benefit to an individual with a learning disability</p> <p>3.2 Identify a range of regular health checks that an individual may have to support good health and well being</p> <p>3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing</p>
<p>4 Be able to contribute to plans for healthcare with individuals with a learning disability</p>	<p>4.1 Work with an individual and others to identify healthcare services the individual may require</p> <p>4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services</p> <p>4.3 Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan</p> <p>4.4 Contribute to the review of plans for healthcare with the individual and others</p>
<p>5 Be able to support individuals to overcome barriers to accessing healthcare services</p>	<p>5.1 Identify barriers to accessing healthcare services that an individual with a learning disability may experience</p> <p>5.2 Identify reasons why an individual may be reluctant to access healthcare services</p> <p>5.3 Demonstrate ways to overcome barriers to accessing healthcare services</p> <p>5.4 Support the individual to access information about healthcare services in their preferred format</p>

Learning outcomes	Assessment criteria
<p>6 Be able to support individuals with a learning disability to use healthcare services</p>	<p>6.1 Provide agreed support to enable the individual to use healthcare services</p> <p>6.2 Support the individual to understand the reasons why they are being offered treatment</p> <p>6.3 Support the individual to understand the short and long term effects of treatment</p> <p>6.4 Ensure the individual is able to give informed consent to their treatment in line with current legislation</p> <p>6.5 Record details of a healthcare visit in a format that the individual can understand</p> <p>6.6 Ensure that information is shared in line with agreed ways of working</p>

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 4, 5 and 6 must be assessed in a real work environment.**

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

Healthcare services may include:

- primary healthcare services
- acute healthcare services
- specialist healthcare services
- community healthcare services.

Plans for healthcare: in England this refers to/should include Health Action Plans.

Others may include:

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

Barriers will include personal barriers as well as external barriers.

Unit 11/LD 210: Introductory awareness of Autistic Spectrum Conditions

Unit code:	M/601/5316
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties	<p>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</p> <p>1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships</p> <p>1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum</p>

Learning outcomes	Assessment criteria
<p>2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals</p>	<p>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</p> <p>2.2 Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms</p> <p>2.3 Identify other conditions which may be associated with an autistic spectrum condition</p> <p>2.4 Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition</p>
<p>3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition</p>	<p>3.1 Describe behavioural characteristics associated with autistic spectrum conditions</p> <p>3.2 Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours</p> <p>3.3 Describe what to do if an individual is highly anxious or stressed</p>
<p>4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition</p>	<p>4.1 Explain why it is important to have in place structures and routines which match the wishes and needs of the individual</p> <p>4.2 Identify formal and informal support networks for an individual with an autistic spectrum condition</p> <p>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</p> <p>4.4 Describe ways of ensuring that support provided is consistent, both within own approach and with that of others</p> <p>4.5 Describe how to contribute towards the learning of an individual with an autistic spectrum condition</p>

Learning outcomes	Assessment criteria
<p>5 Understand how to communicate effectively with individuals on the autistic spectrum</p>	<p>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</p> <p>5.2 Identify aspects of the environment that affect communication with an individual</p> <p>5.3 Describe how to reduce barriers to communication with an individual</p> <p>5.4 Outline the use of visual communication systems for individuals who have an autistic spectrum condition</p> <p>5.5 Identify who could provide advice about effective communication with an individual</p>

Assessment guidance

The terminology chosen to describe the autistic spectrum in this unit is autistic spectrum condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is autism spectrum disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

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

Others may include:

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

Unit 12/LD Op 307: Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Unit code:	A/601/6274
QCF Level 3:	BTEC Specialist
Credit value:	3
Guided learning hours:	21

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Understand how the sexual development of individuals' with a learning disability can differ</p>	<p>2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability</p> <p>2.1 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development</p> <p>2.3 Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health</p>
<p>3 Understand the issues of sexual health and how these can be supported</p>	<p>3.1 Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being</p> <p>3.2 Identify sexual health issues that differently affect men and women</p> <p>3.3 Explain how sexual health issues can be supported within plans for healthcare</p> <p>3.4 Identify local services that exist to support sexual health for individuals</p>
<p>4 Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities</p>	<p>4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice</p>
<p>5 Know how to support the sexual expression of an individual with a learning disability</p>	<p>5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities</p> <p>5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality</p> <p>5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported</p> <p>5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences</p>

Assessment guidance

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

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

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

Plans for healthcare in England this refers to/should include Health Action Plans.

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

Unit 13/LD 311(C): Support young people with a disability to make the transition into adulthood

Unit code:	F/602/0049
QCF Level 3:	BTEC Specialist
Credit value:	5
Guided learning hours:	40

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Understand how having a disability may affect the process of moving from childhood into adulthood</p>	<p>2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families</p> <p>2.2 Identify challenges young people with a disability might have in understanding and coping with change</p> <p>2.3 Outline the methods that can be used to support a young person with a disability to cope with changes</p> <p>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 adulthood</p> <p>2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life</p>
<p>3 Know the options for supporting a young person who has a disability to make the transition into adulthood</p>	<p>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</p> <p>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</p> <p>3.3 Explain how personal budgets can be used with young people in transition</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support a young person with a disability through transition into adulthood</p>	<p>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</p> <p>4.2 Support a young person to explore options for their future</p> <p>4.3 Use person-centred thinking to identify with the young person their needs and aspirations</p> <p>4.4 Use person-centred thinking to develop with the young person a plan to support them through transition</p> <p>4.5 Involve families in the transition process according to the wishes of the young person</p> <p>4.6 Identify ways to provide resources to meet needs</p> <p>4.7 Explain the role of key agencies and professionals likely to be involved in the transition process</p> <p>4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood</p>
<p>5 Be able to support a young person to reflect on the transition</p>	<p>5.1 Use person centred approaches with the young person to review their transition plan and ensure it reflects their needs</p> <p>5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future</p>

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 4 and 5 must be assessed in a real work environment.**

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

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

Options for their future – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc.

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

Resources may include personal budgets, conventional services, support of family and friends.

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

Person-centred approaches – in England this will include Person Centred Transition Plans.

Unit 14/LD 311(K): Principles of supporting young people with a disability to make the transition into adulthood

Unit code: M/601/7227
QCF Level 3: BTEC Specialist
Credit value: 3
Guided learning hours: 30

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the steps and stages of moving from childhood into adulthood	<p>1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood</p> <p>1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities</p> <p>1.3 Explain how culture may impact on the process of moving from childhood into adulthood</p> <p>1.4 Explain theories about change and how this can affect a young person with a disability</p>

Learning outcomes	Assessment criteria
<p>2 Understand how having a disability may affect the process of moving from childhood into adulthood</p>	<p>2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families</p> <p>2.2 Identify challenges young people with a disability might have in understanding and coping with change</p> <p>2.3 Outline the methods that can be used to support a young person with a disability to cope with changes</p> <p>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</p> <p>2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life</p>
<p>3 Know the options for supporting a young person who has a disability to make the transition into adulthood</p>	<p>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</p> <p>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</p> <p>3.3 Explain how personal budgets can be used with young people in transition</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to support a young person with a disability through a successful transition</p>	<p>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</p> <p>4.2 Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process</p> <p>4.3 Explain the difference in approaches to planning between children's and adults' support services</p> <p>4.4 Describe how to involve families in the transition process</p> <p>4.5 Explain the role of key agencies and professionals likely to be involved in the transition process</p> <p>4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood</p> <p>4.7 Compare different methods of support to use with young people with disabilities who have varying abilities</p>
<p>5 Understand the importance of supporting a young person and their family to reflect on the transition</p>	<p>5.1 Explain why it is important to reflect on the transition with the young person and their family</p> <p>5.2 Explain the importance of recording the process of transition</p>

Assessment guidance

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

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

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

Unit 15/LD 312: Support parents with disabilities

Unit code:	K/601/7047
QCF Level 3:	BTEC Specialist
Credit value:	6
Guided learning hours:	43

Unit aim

This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	<p>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</p> <p>1.2 Explain the statutory responsibilities placed on organisations towards families and children who are in need</p>

Learning outcomes	Assessment criteria
<p>2 Understand the support parents with disabilities may need</p>	<p>2.1 Explain the support provided by adults and children’s services to a family receiving support from both</p> <p>2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities</p> <p>2.3 Explain the benefits of providing support to families at the earliest stage possible</p>
<p>3 Be able to support parents with disabilities</p>	<p>3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support</p> <p>3.2 Develop flexible support strategies to meet families’ needs at the different stages of the child’s development</p> <p>3.3 Implement support strategies to meet families’ needs</p> <p>3.4 Evaluate support strategies to ensure they continue to meet the needs of the family</p>
<p>4 Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children</p>	<p>4.1 Analyse the positive and negative implications for parents with disabilities of having their child assessed as being ‘in need’</p> <p>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</p> <p>4.3 Support individuals with disabilities to overcome barriers to successful parenting</p> <p>4.4 Work in a way that promotes individuals’ self-determination and self-confidence in their role as parents</p> <p>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</p>

Learning outcomes	Assessment criteria
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

Assessment guidance

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

Statutory responsibilities refers to those outlined in the Children Act 1989.

Barriers refers to external factors and may include prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information.

Other workers would include people supporting individuals within the family or the family as a whole. This may include, for example, independent advocates, social workers, teachers, health practitioners etc.

Unit 16/LD 314(C): Support individuals with self-directed support

Unit code:	J/602/0053
QCF Level 3:	BTEC Specialist
Credit value:	5
Guided learning hours:	35

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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: a) indicative allocation b) supported self assessment c) support plan d) outcome focused review 1.5 Outline the possible barriers to self-directed support

Learning outcomes	Assessment criteria
<p>2 Understand how to support individuals to direct their own support and develop their support plan</p>	<p>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</p> <p>2.2 Explain how individuals can direct their own support if they do not have a personal budget</p> <p>2.3 Explain how person-centred planning can be used to inform a support plan</p> <p>2.4 Explain the roles of others who can assist individuals in developing their support plan</p> <p>2.5 Describe different ways that individuals can develop a support plan</p> <p>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</p> <p>2.7 Describe what might be included in the costings for a support plan</p>
<p>3 Understand the different ways that individuals can use their personal budget</p>	<p>3.1 Explain the different ways that individuals can use their personal budget to buy support</p> <p>3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services</p> <p>3.3 Explain what restrictions may be imposed on personal budgets</p> <p>3.4 Describe the criteria that are used to sign off a support plan</p> <p>3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe</p>

Learning outcomes	Assessment criteria
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

Assessment guidance

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

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

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

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

Others may include:

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

Person-centred thinking tools **include:**

- important to/for (recorded as a one page profile)
- working/not working
- the doughnut
- matching staff
- relationship circle
- communication charts
- plus 1 questions
- citizenship tool
- decision making agreement
- presence to contribution
- dreaming.
- community connecting related tools:
 - Who am I? - my gifts and capacities
 - hopes and fears
 - mapping our network
 - passion audit
 - capacity mapping
 - Who am I? – my places.

Unit 17/LD 314(K): Principles of self-directed support

Unit code:	M/601/7048
QCF Level 3:	BTEC Specialist
Credit value:	3
Guided learning hours:	26

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand self-directed support	<p>1.1 Explain the principles underpinning self-directed support and how this differs from traditional support</p> <p>1.2 Explain the benefits of an individual having self-directed support</p> <p>1.3 Explain how legislation, policy or guidance underpin self-directed support</p> <p>1.4 Explain what the following terms mean: a) indicative allocation b) supported self assessment c) support plan d) outcome focused review</p> <p>1.5 Outline the possible barriers to self-directed support</p>

Learning outcomes	Assessment criteria
<p>2 Understand how to support an individual to direct their own support and develop their support plan</p>	<p>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</p> <p>2.2 Explain how individuals can direct their own support if they do not have a personal budget</p> <p>2.3 Explain how person-centred planning can be used to inform a support plan</p> <p>2.4 Explain the roles of others who can assist individuals in developing their support plan</p> <p>2.5 Describe different ways that individuals can develop a support plan</p> <p>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</p> <p>2.7 Describe what might be included in the costings for a support plan</p>
<p>3 Understand the different ways that people can use their personal budget</p>	<p>3.1 Explain the different ways that individuals can use their personal budget to buy support</p> <p>3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services</p> <p>3.3 Explain what restrictions may be imposed on personal budgets</p> <p>3.4 Describe the criteria that are used to sign off a support plan</p> <p>3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe</p>
<p>4 Understand the outcome focused review process</p>	<p>4.1 Explain the process of an outcome focused review</p> <p>4.2 Explain how to enable someone to prepare for their outcome focused review</p>

Assessment guidance

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

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

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

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

Others may include:

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

Unit 18/Advo 301: Purposes and principles of independent advocacy

Unit code:	M/502/3146
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	25

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
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
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

Assessment guidance

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

Unit 19/CMH 301: Understand mental well-being and mental health promotion

Unit code:	F/602/0097
QCF Level 3:	BTEC Specialist
Credit value:	3
Guided learning hours:	14

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	<p>1.1 Evaluate two different views on the nature of mental well-being and mental health</p> <p>1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span, including:</p> <ul style="list-style-type: none"> a) biological factors b) social factors c) psychological factors <p>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 well-being and mental health.</p> <ul style="list-style-type: none"> a) risk factors including inequalities, poor quality social relationships b) protective factors including socially valued roles, social support and contact

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

Assessment guidance

Learning outcome 1, assessment criterion 1.2, requires learners to 'explain the range of factors that may influence mental well-being and mental health problems across the life span'. The qualification is aimed at those working with people aged 16 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood on their well-being in later life.

This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Unit 20/CMH 302: Understand mental health problems

Unit code:	J/602/0103
QCF Level 3:	BTEC Specialist
Credit value:	3
Guided learning hours:	14

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main forms of mental ill health	<p>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</p> <p>1.2 Explain the key strengths and limitations of the psychiatric classification system</p> <p>1.3 Explain two alternative frameworks for understanding mental distress</p> <p>1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour</p>

Learning outcomes	Assessment criteria
<p>2 Know the impact of mental ill health on individuals and others in their social network</p>	<p>2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health</p> <p>2.2 Explain how mental ill health may have an impact on the individual including:</p> <ul style="list-style-type: none"> a) psychological and emotional b) practical and financial c) the impact of using services d) social exclusion e) positive impacts <p>2.3 Explain how mental ill health may have an impact on those in the individual’s familial, social or work network including:</p> <ul style="list-style-type: none"> a) psychological and emotional b) practical and financial c) the impact of using services d) social exclusion e) positive impacts <p>2.4 Explain the benefits of early intervention in promoting an individual’s mental health and well-being</p>

Assessment guidance

In learning outcome 1, assessment criterion 1.1, learners are asked to describe ‘the main types of mental ill health according to the psychiatric (DSM/ICD) classification system’. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

Unit 21/DEM 201: Dementia awareness

Unit code:	J/601/2874
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
4 Understand factors relating to an individual's experience of dementia	<p>4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability</p> <p>4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia</p>

Assessment guidance

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

Others eg:

- care workers
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- Admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups.

Unit 22/DEM 207: Understand equality, diversity and inclusion in dementia care

Unit code:	A/601/2886
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	20

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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
3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met	<p>3.1 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>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.</p> <p>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</p>

Assessment guidance

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

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

Carers and others may be:

- care workers
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care advisor
- support groups.

Person centred way:

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

Unit 23/HSC 2006: Support participation in learning and development activities

Unit code:	Y/601/8632
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	23

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Be able to support individuals to prepare for taking part in learning and development activities</p>	<p>2.1 Support an individual to make informed decisions about their participation in a learning or development activity</p> <p>2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity</p> <p>2.3 Support the individual before a learning or development activity to minimise any barriers to their participation</p>
<p>3 Be able to contribute to preparing the environment and resources for learning and development activities</p>	<p>3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity</p> <p>3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity</p>
<p>4 Be able to support individuals to take part in learning and development activities</p>	<p>4.1 Describe different ways of supporting the individual to take part in learning or development activities</p> <p>4.2 Provide the agreed type and level of support to enable the individual to engage with an activity</p> <p>4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation</p> <p>4.4 Explain what action to take if the individual becomes distressed or feels unable to continue</p> <p>4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity</p> <p>4.6 Complete required records about the learning or development activity</p>

Learning outcomes	Assessment criteria
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

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.**

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

Activities for learning and development may include:

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

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

Others may include:

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

Unit 24/HSC 2007: Support independence in the tasks of daily living

Unit code:	T/601/8637
QCF Level 2:	BTEC Specialist
Credit value:	5
Guided learning hours:	33

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand principles for supporting independence in the tasks of daily living	<p>1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living</p> <p>1.2 Explain how active participation promotes independence in the tasks of daily living</p> <p>1.3 Describe how daily living tasks may be affected by an individual's culture or background</p> <p>1.4 Explain the importance of providing support that respects the individual's culture and preferences</p> <p>1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living</p> <p>1.6 Explain why it is important to establish roles and responsibilities for providing support</p>

Learning outcomes	Assessment criteria
<p>2 Be able to establish what support is required for daily living tasks</p>	<p>2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working</p> <p>2.2 Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks</p> <p>2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks</p>
<p>3 Be able to provide support for planning and preparing meals</p>	<p>3.1 Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences</p> <p>3.2 Support the individual to store food safely</p> <p>3.3 Support the individual to prepare food in a way that promotes active participation and safety</p>
<p>4 Be able to provide support for buying and using household and personal items</p>	<p>4.1 Identify different ways of buying household and personal items</p> <p>4.2 Work with the individual to identify household and personal items that are needed</p> <p>4.3 Support the individual to buy items in their preferred way</p> <p>4.4 Support the individual to store items safely</p> <p>4.5 Support the individual to use items safely</p>
<p>5 Be able to provide support for keeping the home clean and secure</p>	<p>5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety</p> <p>5.2 Describe different risks to home security that may need to be addressed</p> <p>5.3 Support the individual to use agreed security measures</p>

Learning outcomes	Assessment criteria
6 Be able to identify and respond to changes needed in support for daily living tasks	<p>6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks</p> <p>6.2 Record changes in the individual's circumstances that may affect the type or level of support required</p> <p>6.3 Adapt support in agreed ways to address concerns, changes or increased independence</p>

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.**

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

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

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

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

Others may include:

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

Difficulties or concerns may include:

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

A **healthy diet** is one that:

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

Unit 25/HSC 2008: Provide support for journeys

Unit code:	A/601/8025
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	17

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 <ul style="list-style-type: none"> a) Support the individual to research a journey that they wish to make b) Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working

Learning outcomes	Assessment criteria
3 Be able to support individuals when making journeys	3.1 Support the individual in line with the journey plan 3.2 Describe ways to deal with unforeseen problems that may occur during a journey
4 Be able to review the support provided for individuals when making journeys	4.1 Describe what factors should be considered when reviewing support for the journey 4.2 Seek feedback from the individual on the support provided for the journey 4.3 Contribute to reviewing support for the journey 4.4 Revise the journey plan to take account of the review in line with agreed ways of working

Assessment guidance

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

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

Aspects and factors may include those relating to:

- the individual
- the journey
- health and safety.

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

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

Unit 26/HSC 2011: Support individuals to access and use information about services and facilities

Unit code:	A/601/7926
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	20

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Be able to work with individuals to select and obtain information about services and facilities</p>	<p>2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities</p> <p>2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes</p> <p>2.3 Support an individual to obtain selected information in their preferred format and language</p>
<p>3 Be able to work with individuals to access and use information about services and facilities</p>	<p>3.1 Support an individual to access the content of information about services and facilities</p> <p>3.2 Demonstrate ways to check an individual's understanding of the information</p> <p>3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation</p> <p>3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information</p>
<p>4 Be able to support individuals to evaluate the information accessed on services and facilities</p>	<p>4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences</p> <p>4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information</p> <p>4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals</p>

Assessment guidance

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

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

Services and facilities may include:

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

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

Issues or concerns may include those relating to:

- ineligibility
- lack of availability
- conditions for access.

Unit 27/HSC 2023: Contribute to supporting group care activities

Unit code:	L/601/9471
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	23

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the place of group care activities in the care and support of individuals	1.1 Explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being 1.2 Identify 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, co-operation, inclusion and well-being 2.3 Describe ways to support group members to resolve any conflicts that may arise amongst themselves

Learning outcomes	Assessment criteria
<p>3 Be able to contribute to the implementation of group care activities</p>	<p>3.1 Work with individuals and others to agree approaches, content and methods for group care activities</p> <p>3.2 Carry out agreed role to support individuals and the group during activities</p> <p>3.3 Address any adverse effects and maximise benefits for individuals during activities</p> <p>3.4 Maintain records about group care activities in line with agreed ways of working</p>
<p>4 Be able to contribute to the evaluation of group care activities</p>	<p>4.1 Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities</p> <p>4.2 Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities</p> <p>4.3 Describe ways to ensure that individuals and others are actively involved in the evaluation</p> <p>4.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals</p>

Assessment guidance

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

Group care activities may include:

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

Individuals are those requiring care or support.

Well-being includes the following aspects:

- physical
- emotional
- social
- spiritual.

Others may include:

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

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

Unit 28/HSC 3019: Support individuals in their relationships

Unit code:	R/601/8578
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	27

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>2 Be able to support individuals to identify beneficial relationships</p>	<p>2.1 Support an individual to understand the likely benefits of positive relationships</p> <p>2.2 Support the individual to recognise when a relationship may be detrimental or harmful</p> <p>2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them</p>
<p>3 Be able to support individuals to develop new relationships</p>	<p>3.1 Describe types of support and information an individual may need in order to extend their social network</p> <p>3.2 Establish with an individual the type and level of support needed to develop a new relationship</p> <p>3.3 Provide agreed support and information to develop the relationship</p> <p>3.4 Encourage continued participation in actions and activities to develop the relationship</p>
<p>4 Be able to support individuals to maintain existing relationships</p>	<p>4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends</p> <p>4.2 Establish with an individual the type and level of support needed to maintain the relationship</p> <p>4.3 Provide agreed support to maintain the relationship</p>
<p>5 Be able to work with individuals to review the support provided for relationships</p>	<p>5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been</p> <p>5.2 Collate information about the relationship and the support provided</p> <p>5.3 Work with the individual and others to review and revise the support provided</p> <p>5.4 Report and record in line with agreed ways of working</p>

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's 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.**

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 well-being.

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

Unit 29/HSC 3029: Support Individuals with Specific Communication Needs

Unit code:	T/601/8282
QCF Level 3:	BTEC Specialist
Credit value:	5
Guided learning hours:	35

Unit aim

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
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
3 Be able to interact with individuals using their preferred communication	3.1 Support the individual to develop communication methods that will help them to understand others and be understood by them 3.2 Provide opportunities for the individual to communicate with others 3.3 Support others to understand and interpret the individual's communication 3.4 Support others to be understood by the individual by use of agreed communication methods
4 Be able to promote communication between individuals and others	4.1 Support the individual to develop communication methods that will help them to understand others and be understood by them 4.2 Provide opportunities for the individual to communicate with others 4.3 Support others to understand and interpret the individual's communication 4.4 Support others to be understood by the individual by use of agreed communication methods
5 Know how to support the use of communication technology and aids	5.1 Identify specialist services relating to communication technology and aids 5.2 Describe types of support that an individual may need in order to use communication technology and aids 5.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

Learning outcomes	Assessment criteria
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

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.**

An **individual** is someone with specific communication needs who requires care or support.

Aids may include:

- technological aids
- human aids.

Others may include:

- family
- advocates
- specialist communication professionals
- others who are important to the individual's well-being.

Information may include:

- observations
- records
- feedback form the individual and others.

Unit 30/HSC 3033: Support individuals during a period of change

Unit code:	M/601/7907
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	29

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an individual's life 1.2 Analyse factors that may make change a positive or a negative experience 1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively

Learning outcomes	Assessment criteria
<p>2 Be able to support individuals to plan how to manage or adapt to change</p>	<p>2.1 Work with individuals and others to identify recent or imminent changes affecting them</p> <p>2.2 Support the individual to assess the implications and likely impacts of the change identified</p> <p>2.3 Work with the individual and others to plan how to adapt to or manage the change</p> <p>2.4 Explain the importance of both practical support and emotional support during a time of change</p> <p>2.5 Identify and agree roles and responsibilities for supporting a change</p>
<p>3 Be able to support individuals to manage or adapt to change</p>	<p>3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote active participation</p> <p>3.2 Provide information and advice to support the individual to manage change</p> <p>3.3 Support the individual to express preferences and anxieties when going through change</p> <p>3.4 Adapt support methods to take account of preferences or anxieties</p> <p>3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change</p>
<p>4 Be able to evaluate the support provided during a period of change</p>	<p>4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved</p> <p>4.2 Work with the individual and others to identify positive and negative aspects of a change</p> <p>4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process</p> <p>4.4 Record and report on the effectiveness of support for the change process</p>

Assessment guidance

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

Types of change include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

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

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being.

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

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

Unit 31/HSC 3045: Promote positive behaviour

Unit code:	F/601/3764
QCF Level 3:	BTEC Specialist
Credit value:	6
Guided learning hours:	44

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	<p>1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice</p> <p>1.2 Define what is meant by restrictive interventions</p> <p>1.3 Explain when restrictive interventions may and may not be used</p> <p>1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used</p> <p>1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour</p> <p>1.5 Describe safeguards that must be in place if restrictive physical interventions are used</p>

Learning outcomes	Assessment criteria
<p>2 Understand the context and use of proactive and reactive strategies</p>	<p>2.1 Explain the difference between proactive and reactive strategies</p> <p>2.2 Identify the proactive and reactive strategies that are used within own work role</p> <p>2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used</p> <p>2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies</p> <p>2.5 Explain the importance of reinforcing positive behaviour with individuals</p> <p>2.6 Evaluate the impact on an individual's well being of using reactive rather than proactive strategies</p>
<p>3 Be able to promote positive behaviour</p>	<p>3.1 Explain how a range of factors may be associated with challenging behaviours</p> <p>3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours</p> <p>3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour</p> <p>3.4 Demonstrate how to model to others best practice in promoting positive behaviour</p>
<p>4 Be able to respond appropriately to incidents of challenging behaviour</p>	<p>4.1 Identify types of challenging behaviours</p> <p>4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour</p> <p>4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour</p>

Learning outcomes	Assessment criteria
<p>5 Be able to support individuals and others following an incident of challenging behaviour</p>	<p>5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour</p> <p>5.2 Describe how an individual can be supported to reflect on an incident including:</p> <ul style="list-style-type: none"> a) How they were feeling at the time prior to and directly before the incident b) Their behaviour c) The consequence of their behaviour d) How they were feeling after the incident <p>5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour</p> <p>5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour</p> <p>5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour</p>
<p>6 Be able to review and revise approaches to promoting positive behaviour</p>	<p>6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour</p> <p>6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities</p> <p>6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour</p>

Assessment guidance

Challenging behaviour may include behaviours that are:

- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti social or illegal
- verbally abusive.

Individual is a child, young person or adult accessing a service.

Well-being eg:

- emotional
- psychological
- physical.

Factors

- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical Health
- mental Health
- an individual's past experiences
- age and gender.

Others may include:

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

Antecedent, behaviour and consequences:

- **Antecedent** is what happens before the behaviour
- **Behaviour** is the actions that are perceived as challenging behaviour or unwanted
- **Consequences** are what happened as a result of the behaviour.

Unit 32/PD OP 2.1: Understand Physical Disability

Unit code:	L/601/6117
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	19

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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
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 3.6 Describe the effects that having a physical disability can have on a person's day to day life 3.7 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

Assessment guidance

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

Day to day life

- education opportunities
- housing
- employment
- access to leisure activities
- relationships
- health care.

Unit 33/SS MU 2.1: Introductory awareness of sensory loss

Unit code:	F/601/3442
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	16

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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"> • Sight loss • Hearing loss • Deafblindness

Learning outcomes	Assessment criteria
	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
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"> • Sight loss • Deafblindness • Hearing loss 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

Assessment guidance

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness.

Factors could include:

- communication
- information
- familiar layouts and routines
- mobility.

Unit 34/SS OP 2.1: Introductory awareness of models of disability

Unit code:	Y/601/3446
QCF Level 2:	BTEC Specialist
Credit value:	2
Guided learning hours:	15

Unit aim

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

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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"> • inclusion • rights • autonomy • needs of individuals 2.3 Explain how own practice promotes the principle of inclusion

Assessment guidance

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

Unit 35/SS OP 2.3: Contribute to the support of individuals with multiple conditions and/or disabilities

Unit code:	A/601/4895
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	25

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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' well being 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

Learning outcomes	Assessment criteria
	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

Assessment guidance

Multiple conditions and/or disabilities could include a combination of factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Well being eg:

- emotional
- psychological
- physical.

Informal networks could include:

- family
- friends
- neighbours
- special interest groups.

An **activity** could include:

- education
- employment
- leisure activities
- social activities
- household or domestic tasks.

Unit 36/SS OP 2.4: Contribute to supporting individuals in the use of assistive technology

Unit code:	H/601/3451
QCF Level 2:	BTEC Specialist
Credit value:	3
Guided learning hours:	19

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Assessment guidance

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

Unit 37/SS OP 2.5: Support individuals to negotiate environments

Unit code:	F/601/5160
QCF Level 2:	BTEC Specialist
Credit value:	4
Guided learning hours:	32

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
<p>3 Be able to support an individual to negotiate an environment</p>	<p>3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment</p> <p>3.2 Address the identified environmental barriers to support an individual to negotiate an environment</p> <p>3.3 Provide information which supports the individual when negotiating an environment</p>
<p>4 Be able to review support provided to an individual to negotiate an environment</p>	<p>4.1 Find out how the individual felt about negotiating an environment</p> <p>4.2 Gather and record observations about the individual's ability to negotiate an environment</p> <p>4.3 Feedback recorded observations to others</p> <p>4.4 Identify own contributions to supporting an individual to negotiate an environment</p> <p>4.5 Adapt own practice to meet the needs of the individual</p>

Assessment guidance

Conditions and/or disabilities could include factors relating to:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health.

Resources could include:

- other professionals
- assistive technology/aids.

Others could include:

- other professionals
- carers/family members
- advocates
- colleagues.

Unit 38/HSC 3038: Work in partnership with families to support individuals

Unit code:	H/601/8147
QCF Level 3:	BTEC Specialist
Credit value:	4
Guided learning hours:	27

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to work in partnership with families to support individuals.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 prepare to support an individual to negotiate an environment	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
3 Be able to support an individual to negotiate an environment	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 review support provided to an individual to negotiate an environment	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 review support provided to an individual to negotiate an environment	5.1 Exchange information with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working
6 Be able to review support provided to an individual to negotiate an environment	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 review of partnership working

Learning outcomes	Assessment criteria
7 Be able to review support provided to an individual to negotiate an environment	7.1 Provide feed back to others about the support accessed by family members 7.2 Report on any gaps in the provision of support for family members 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Skills for Care and Development
2nd Floor, City Exchange
11 Albion Street
Leeds
LS1 5ER

Telephone: 0113 390 7666

Email: sscinfo@skillsforcareanddevelopment.org.uk

Website: www.skillsforcareanddevelopment.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				
3	GCE Health and Social Care Advanced Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities	Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	GCSE (Double and Single Award) in Health and Social Care Foundation Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development	BTEC Level 2 Certificate in Supporting Individuals with Learning Disabilities	Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

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.
- 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 (eg 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 only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge-based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

- 2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness

An expert witness must:

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

Annexe D

Mapping to Level 2 functional skills

Level 2	Unit number						
English – Speaking, Listening and Communication	1	2	3	4	5	6	7
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓	✓
English – Reading							
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓
English – Writing							
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number						
ICT – using ICT	1	2	3	4	5	6	7
Plan solutions to complex tasks by analysing the necessary stages	✓	✓	✓	✓	✓	✓	✓
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	✓	✓	✓	✓	✓	✓	✓
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓
ICT – finding and selecting information							
Use appropriate search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓

ICT – finding and selecting information <i>(continued)</i>							
Select information from a variety of sources to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓
ICT – developing, presenting and communicating information							
Enter, develop and refine information using appropriate software to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓
Use appropriate software to meet the requirements of a complex data-handling task							
Use communications software to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓
Combine and present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	✓	✓	✓	✓	✓	✓	✓

Annexe E

Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Edexcel website – see: The Register of Regulated Qualifications

www.register.ofqual.gov.uk

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	These qualifications are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Professional and Specialist Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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