Pearson
BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)

Pearson
BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF)

Specification

BTEC Specialist qualification

First teaching November 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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All information in this specification is correct at time of publication.

Changes to Issue 1

This specification has been updated to Issue 2 as a result of the correction of the following:

QCF Levels changed from level 2 to level 3 for the following units:

– Unit 2,

– Units 5 to 34,

– Unit 37

BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)

Edexcel BTEC Level 3 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 Section 96 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 Qualification Number (QN) 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 QNs for the qualifications in this publication are:

Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)	600/3769/6
Edexcel BTEC Level 3 in Certificate in Supporting Individuals with Learning Disabilities (QCF)	600/3496/8

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.

Welcome to BTEC Level 3 qualifications in Supporting Individuals with Learning Disabilities

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

Focusing on the BTEC Level 3 qualifications in Supporting Individuals with Learning Disabilities

These qualifications give learners the opportunity to develop the knowledge and skills to support 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 5 NVQ in Leadership for Health and Social Care and Children and Young People's Services.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily 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 Skills for Care and Development**.

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 3 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 qualification 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 3 Award

The Edexcel BTEC Level 3 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 3 Certificate

The Edexcel BTEC Level 3 Certificate extends the work-related focus from the Edexcel BTEC Level 3 Award (QCF) and covers some of the knowledge and practical skills required for those supporting individuals with learning disabilities.

The Edexcel BTEC Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a complementary competence qualification or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 3 Certificate can extend their knowledge and understanding of work in the health and social care 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 3 qualifications in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) have 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 3 vocationally-related qualification progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel BTEC Level 3 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 competence qualifications in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel BTEC Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) relate to the following NOS.

Unit reference number	Unit number	Unit title
LD 201	1	Understand the context of supporting individuals with learning disabilities
LD 302	5	Support person-centred thinking and planning
SHC 31	2	Promote Communication in health, social care or children's and young people's settings
LD 206 (K)	3	Principles of supporting an individual to maintain personal hygiene
LD 206C	4	Support individuals to maintain personal hygiene
LD 303	6	Promote active support
LD 305 (K)	7	Understand positive risk taking for individuals with disabilities
HSC 3066	8	Support positive risk taking for individuals
LD 307	9	Principles of supporting individuals with a learning disability regarding sexuality and sexual health
LD 308	10	Support individuals with a learning disability to access healthcare
LD 310	11	Understand how to support individuals with autistic spectrum conditions
LD 311C	12	Support young people with a disability to make the transition into adulthood
LD 311K	13	Principles of supporting young people with a disability to make the transition into adulthood

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 3 qualifications

When combining units for Edexcel BTEC Level 3 qualifications in Supporting Individuals with Learning Disabilities (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)

1   Qualification credit value: a minimum of 12 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 7 credits.

3   All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Certificate Supporting Individuals with Learning Disabilities (QCF)

1   Qualification credit value: a minimum of 23 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 17 credits.

3   All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF) is a 12-credit and 83-122 guided-learning-hour (GLH) qualification. Learners must achieve a minimum of 12 credits, 4 credits from the mandatory Group M1 and a minimum of 8 credits from the optional units in Group O1. A minimum of 7 credits must be achieved at level 3 or above in the optional selection.

Edexcel BTEC Level 3 Award in Supporting Individuals with Learning Disabilities (QCF)					
Unit	Unit reference	Mandatory units - Group M1	Credit	Level	GLH
1	K/601/5315	Understand the context of supporting individuals with learning disabilities	4	2	35
Unit	Unit reference	Optional units - Group O1	Credit	Level	GLH
2	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
3	H/601/5703	Principles of supporting an individual to maintain personal hygiene	1	2	10
4	K/601/9963	Support individuals to maintain personal hygiene	2	2	17
5	A/601/7215	Support person-centred thinking and planning	5	3	41
6	D/601/7353	Promote active support	5	3	36
7	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25
8	L/601/9549	Support positive risk taking for individuals	4	3	32
9	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
10	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25
11	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28
12	F/602/0049	Support young people with a disability to make the transition into adulthood	5	3	40

Unit	Unit reference	Optional units - Group 01	Credit	Level	GLH
13	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30
14	K/601/7047	Support parents with disabilities	6	3	43
15	J/602/0053	Support individuals with self-directed support	5	3	35
16	M/601/7048	Principles of self-directed support	3	3	26
17	A/502/3148	Maintaining the independent advocacy relationship	6	3	25
18	M/502/3146	Purpose and principles of independent advocacy	4	3	25
19	T/502/3147	Providing independent advocacy support	6	3	25
20	F/602/0097	Understand mental wellbeing and mental health promotion	3	3	14
21	J/602/0103	Understand mental health problems	3	3	14
22	J/601/3538	Understand the process and experience of dementia	3	3	22
23	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23
24	L/601/8028	Provide support to maintain and develop skills for everyday life	4	3	28
25	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	5	3	35
26	M/601/9611	Prepare to support individuals within a shared lives arrangement	4	3	31
27	F/601/7927	Support individuals to access and use services and facilities	4	3	25
28	J/601/9601	Provide support for individuals within a shared lives arrangement	5	3	35
29	R/601/8578	Support individuals in their relationships	4	3	27
30	D/601/7904	Support individuals to manage their finances	3	3	20
31	K/601/7906	Support individuals to access housing and accommodation services	4	3	24
32	T/601/8282	Support individuals with specific communication needs	5	3	35

Unit	Unit reference	Optional units - Group 01	Credit	Level	GLH
33	M/601/7907	Support individuals during a period of change	4	3	29
34	T/601/7908	Support individuals to prepare for and settle in to new home environments	3	3	23
35	H/601/8147	Work in partnership with families to support individuals	4	3	27
36	F/601/3764	Promote positive behaviour	6	3	44
37	K/601/9185	Support families in maintaining relationships in their wider social structures	4	3	33
38	J/601/6150	Understand physical disability	3	3	22
39	D/601/5750	Support families who have a child with a disability	3	3	23
40	M/601/3467	Understand sensory loss	3	3	21
41	F/601/3473	Understand models of disability	3	3	26
42	A/601/5190	Support individuals with multiple conditions and/or disabilities	4	3	31
43	J/601/3541	Support individuals in the use of assistive technology	4	4	32
44	H/601/3546	Support individuals to access education, training or employment	4	4	31
45	R/601/5180	Enable individuals to negotiate environments	5	3	34

Edexcel BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF)

The Edexcel BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF) is a 23-credit and 158-218 guided-learning-hour (GLH) qualification. Learners must achieve a minimum of 23 credits to gain the Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF). To do this they must achieve 12 credits from mandatory units in Group M1, a minimum of 11 credits from optional units in Group O1. A minimum of 17 credits must be achieved at level 3 or above.

Edexcel BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF)					
Unit	Unit reference	Mandatory units - Group M1	Credit	Level	GLH
1	K/601/5315	Understand the context of supporting individuals with learning disabilities	4	2	35
2	J/601/1343	Promote communication in health, social care or children's and young people's settings	3	3	10
5	A/601/7215	Support person-centred thinking and planning	5	3	41
Unit	Unit reference	Optional units - Group 01	Credit	Level	GLH
3	H/601/5703	Principles of supporting an individual to maintain personal hygiene	1	2	10
4	K/601/9963	Support individuals to maintain personal hygiene	2	2	17
6	D/601/7353	Promote active support	5	3	36
7	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25
8	L/601/9549	Support positive risk taking for individuals	4	3	32
9	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
10	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25
11	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28
12	F/602/0049	Support young people with a disability to make the transition into adulthood	5	3	40

Unit	Unit reference	Optional units - Group 01	Credit	Level	GLH
13	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30
14	K/601/7047	Support parents with disabilities	6	3	43
15	J/602/0053	Support individuals with self-directed support	5	3	35
16	M/601/7048	Principles of self-directed support	3	3	26
17	A/502/3148	Maintaining the independent advocacy relationship	6	3	25
18	M/502/3146	Purpose and principles of independent advocacy	4	3	25
19	T/502/3147	Providing independent advocacy support	6	3	25
20	F/602/0097	Understand mental wellbeing and mental health promotion	3	3	14
21	J/602/0103	Understand mental health problems	3	3	14
22	J/601/3538	Understand the process and experience of dementia	3	3	22
23	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23
24	L/601/8028	Provide support to maintain and develop skills for everyday life	4	3	28
25	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	5	3	35
26	M/601/9611	Prepare to support individuals within a shared lives arrangement	4	3	31
27	F/601/7927	Support individuals to access and use services and facilities	4	3	25
28	J/601/9601	Provide support for individuals within a shared lives arrangement	5	3	35
29	R/601/8578	Support individuals in their relationships	4	3	27
30	D/601/7904	Support individuals to manage their finances	3	3	20
31	K/601/7906	Support individuals to access housing and accommodation services	4	3	24

Unit	Unit reference	Optional units - Group 01	Credit	Level	GLH
32	T/601/8282	Support individuals with specific communication needs	5	3	35
33	M/601/7907	Support individuals during a period of change	4	3	29
34	T/601/7908	Support individuals to prepare for and settle in to new home environments	3	3	23
35	H/601/8147	Work in partnership with families to support individuals	4	3	27
36	F/601/3764	Promote positive behaviour	6	3	44
37	K/601/9185	Support families in maintaining relationships in their wider social structures	4	3	33
38	J/601/6150	Understand physical disability	3	3	22
39	D/601/5750	Support families who have a child with a disability	3	3	23
40	M/601/3467	Understand sensory loss	3	3	21
41	F/601/3473	Understand models of disability	3	3	26
42	A/601/5190	Support individuals with multiple conditions and/or disabilities	4	3	31
43	J/601/3541	Support individuals in the use of assistive technology	4	4	32
44	H/601/3546	Support individuals to access education, training or employment	4	4	31
45	R/601/5180	Enable individuals to negotiate environments	5	3	34
46	L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	8	3	41
47	T/601/9738	Implement the positive behavioural support model	8	4	61

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 B*. 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 rules of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 3 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 3 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 3 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 3 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 have to commit to undertaking defined training and online standardisation activities.

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

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 3 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 3 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 3 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.

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 3 Award and Certificate Supporting Individuals with Learning Disabilities (QCF) are accredited on the QCF for learners aged 16 and above.

In this sector 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 competence qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) 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 or 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

Most units in the Edexcel BTEC Level 3 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.

All mandatory units have the following sections. Optional units do not have content or guidance 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 Register of Regulated 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

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 how 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.

Units

Unit 1: 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 with, 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 the theory, and can relate it 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

Learning outcomes		Assessment criteria	
			c) employment
			d) sexual relationships and parenthood
			e) the provision of healthcare
4	Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1	Explain the meaning of the term social inclusion
		4.2	Explain the meaning of the term advocacy
		4.3	Describe different types of advocacy
		4.4	Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities
5	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain how attitudes are changing in relation to individuals with learning disabilities
		5.2	Give examples of positive and negative aspects of being labelled as having a learning disability
		5.3	Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
		5.4	Explain the roles of external agencies and others in changing attitudes, policy and practice

Learning outcomes		Assessment criteria	
6	Know how to promote communication with individuals with learning disabilities	6.1	Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: a) verbal communication b) non-verbal communication
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
		6.3	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

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, 2001)

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 context 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, providing support, control, self-advocacy, self-determination, independence, integration

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

Attitudes: Thompson's PCS Analysis (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 eg 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 could 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 giving examples, where possible from 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 '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: 9781843101314

Fletcher M, Reid Lyon G, Fuchs L S, Barnes M A – *Learning Disabilities: From Identification to Intervention* (Guildford Press, 2007) ISBN: 9781593853709

Race D G (Editor) – *Learning Disability: A Social Approach* (Routledge, 2002) ISBN: 9780415250382

Thomas D and Woods H – W*orking with People with Learning Disabilities* (Jessica Kingsley Publishers, 2003) ISBN: 9781853029738

Welshman J and Walmsley J (Editors) – C*ommunity Care in Perspective: Care, Control and Citizenship* (Palgrave Macmillan, 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.odi.gov.uk/working/ded/index.php	Office for Disability Issues
www.ukdpc.net	United Kingdom Disabled People's Council

Unit 2: Promote communication in health, social care or children's and young people's settings

Unit code:	J/601/1434
QCF level 3	BTEC Specialist
Credit value:	3
Guided learning hours:	10

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 explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also covers issues of confidentiality.

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 effective communication is important in the work setting	1.1	Identify the different reasons people communicate
		1.2	Explain how communication affects relationships in the work setting
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
		2.2	Describe the factors to consider when promoting effective communication
		2.3	Demonstrate a range of communication methods and styles to meet individual needs
		2.4	Demonstrate how to respond to an individual's reactions when communicating
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways
		3.2	Identify barriers to effective communication
		3.3	Demonstrate ways to overcome barriers to communication
		3.4	Demonstrate strategies that can be used to clarify misunderstandings
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively
4	Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality
		4.2	Demonstrate ways to maintain confidentiality in day to day communication
		4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Unit content

1 Understand why effective communication is important in the work setting

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

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

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

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

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

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

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

3 Be able to overcome barriers to communication

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

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

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

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

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Action on Hearing Loss

4 Be able to apply principles and practices relating to confidentiality

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

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

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

Essential guidance for tutors

Assessment requirements

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

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit 3: 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 they are important, and causes of 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.

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 4: Support Individuals to maintain personal hygiene* (K/601/9963).

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 wellbeing
2	Know how to encourage an individual to maintain personal hygiene	2.1	Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values
		2.2	Describe how to make an individual aware of the effects of poor hygiene on others
		2.3	Describe how to support an individual to develop and improve personal hygiene routines
3	Know how to support an individual to maintain personal hygiene	3.1	Identify factors that contribute to good personal hygiene
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene
		3.4	Describe risks to own health in supporting personal hygiene routines
		3.5	Describe how to reduce risks to own health
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene
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 4: 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.

Assessment requirements

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.

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 3: Principles of supporting an individual to maintain personal hygiene* (H/601/5703).

Additional information

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

Factors may include:

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

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

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

Unit 5: Support person-centred thinking and planning

Unit code: A/601/7215

QCF level 3   BTEC Specialist

Credit value: 5

Guided learning hours: 41

Unit aim

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcome 5 must be assessed in a real work situation.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
		1.2	Explain the benefits of using person-centred thinking with individuals
		1.3	Explain the beliefs and values on which person-centred thinking and planning is based
		1.4	Explain how the beliefs and values on which person-centred thinking is based differ from assessment and other approaches to planning
		1.5	Explain how person-centred thinking tools can form the basis of a person-centred plan
		1.6	Describe the key features of different styles of person-centred planning and the contexts in which they are most useful
		1.7	Describe examples of person-centred thinking tools, their purpose, how and when each one might be used
		1.8	Explain the different ways that one page profiles are used
2	Understand the context within which person-centred thinking and planning takes place	2.1	Interpret current policy, legislation and guidance underpinning person-centred thinking and planning
		2.2	Analyse the relationship between person-centred planning and the commissioning and delivery of services
		2.3	Describe how person-centred planning and person-centred reviews influence strategic commissioning
		2.4	Explain what a person-centred team is
		2.5	Explain how person-centred thinking can be used within a team

Learning outcomes		Assessment criteria	
		2.6	Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
		2.7	Describe the role of the manager in implementing person-centred thinking and planning
		2.8	Explain how this relates to the role of a facilitator
3	Understand own role in person-centred planning	3.1	Explain the range of ways to use person-centred thinking, planning and reviews in own role: • with individuals • as a team member • as part of an organisation
		3.2	Explain the different person-centred thinking skills required to support individuals
		3.3	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
		3.4	Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome
4	Be able to apply person-centred planning in relation to own life	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
		4.2	Describe what other person-centred thinking tools would be useful in own life
		4.3	Evaluate which person-centred thinking tools could be used to think more about own community connections
		4.4	Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations

Learning outcomes		Assessment criteria	
5	Be able to implement person-centred thinking, planning and reviews	5.1	Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
		5.2	Show that the plan and process are owned by individual
		5.3	Demonstrate how person-centred thinking tools can be used to develop a person-centred plan
		5.4	Use information from a person-centred review to start a person-centred plan
		5.5	Use person-centred thinking to enable individuals to choose those who support them
		5.6	Support the individual and others involved to understand their responsibilities in achieving actions agreed
		5.7	Demonstrate a successful person-centred review

Learning outcomes		Assessment criteria	

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

Person-centred thinking: definitions; basing plans on the person's own priorities; working towards an individual's goals; building a circle of support; planning with the person and not for them; supported self-direction; individualised planning to incorporate hopes and wishes of the individual; safeguarding quality; reviewing plans with the individual and others to ensure success; facilitating changes of direction; the ongoing process; non-judgemental approach; acceptance of the individual; acknowledging gifts and dreams; listening to the individual

Relevance and benefits of the person-centred approach: defining the approach/key features; placing individuals at the centre of planning; supporting people to make choices; enabling friendships and relationships; increasing confidence; raising self-esteem; achieving self actualisation; involvement of significant others; involvement of communities; supporting future plans

Beliefs and values: Rogers, core conditions, growth-promoting climate; Maslow, hierarchy of needs; work of Michael Smull eg essential lifestyle planning; work of John O'Brien; social model; holistic model; normalisation; principles of inclusion; differences between person-centred and other approaches to planning and review eg needs-led, service-led, cycle of assessment, multi-disciplinary/inter-agency

Person-centred thinking tools: eg important to/for, working/not working, the doughnut, matching staff, relationship circle, communication charts, 4+1 questions, citizenship tool, decision making non-agreement, presence to contribution, dreaming, Making Action Plans (MAPS), Planning Alternative Futures (PATHS), key features; commonalities; differences; preferred contexts; purposes; ways of using one-page profiles eg in health action planning, adult placements; developing person-centred plans and support plans

2 Understand the context within which person-centred thinking and planning takes place

Legislation, policy and guidance: relevant sections from eg Care Standards Act 2000, 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 (Department of Health, 2001): White Paper Valuing People Now: From Progress to Transformation (2007); Protection of Vulnerable Adults (Department of Health, 2006)

Relationship between planning and services: use of information from reviews to inform strategic commissioning; accelerating the development of the person-centred plan throughout the organisation; providing better intelligence about what works for an individual; providing better intelligence about what community services are needed, what services need to be developed in response to current and future needs; going beyond conventional service options; meeting statutory requirements; individual at the centre of the process; identifying actions

The person-centred team: definition; structured sense of purpose; knowledge of what is important for team members; producing team plans; implementing plans; allocation of roles and tasks to meet staff interests and strengths; sharing learning; reasons for reflection; effective leadership/role of the manager; role of facilitators; involvement of staff in decision-making; using person-centred thinking within the team; implementing the approach across organisations

3 Understand own role in person-centred planning

Own role: personal expectations; expectations of others; facilitating self-directed support; use of journals to record plans and actions; use of support circles/relationship circles to identify support networks; use of relevant person-centred thinking tools; recognition of place within team/organisation; competence in using relevant skills to support individuals; reasons for choice of skills; identifying actions; following up actions

Use of person-centred tools to support individuals: eg 4 +1 questions, my daily and weekly routines, To For/To Sort, Good day/Bad day

Challenges: issues of control; taking risks; relationships within teams/organisations; dealing with personal issues; willingness to develop; levels of self-awareness; conflicting values, own/person centred; boundaries; self-esteem levels

Overcoming challenges: use of person-centred thinking tools; use of mentors/ counselling; peer review; use of facilitators to enable progression; purpose for change

4 Be able to apply person-centred planning in relation to own life

Own community connections: use of person-centred thinking tools*: eg Who am I? My gifts and capacities, hopes and fears, mapping our network, passion audit, capacity mapping, who am I – my places; use of relevant person-centred tools eg, Making Action Plans (MAPS), Planning Alternative Futures (PATH), Dreams and Nightmares, use of caution with this tool; reasons for choices

5 Be able to implement person-centred thinking, planning and reviews

Implementing the approach: working with individuals to produce plans; choice of person-centred thinking tools; using one-page profiles to produce a plan; using information from a review to begin a plan for individuals; agreeing responsibilities in achieving actions; producing person-centred reviews, process, content and format; enabling individuals to choose who supports them; asking individuals what they want support staff to do; using this information to develop and select staff; including sections in job descriptions and specifications which reflect an individual's person-centred plan; involving individuals in recruiting support workers; involving individuals in planning circles of support

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. Learners' 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

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment criteria relating to learning outcomes 1-3 may be assessed using assignments and portfolio work. Learners should ensure that reference to individuals complies with data protection. Learners should be carefully prepared for assessment of learning outcome 4 where they may be undertaking a degree of self-analysis. Learners should have access to appropriate support and counselling. Evidence for learning outcome 5 should be from the workplace.

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: 9781843101314

Fletcher M, Reid Lyon G, Fuchs L S, Barnes M A – *Learning Disabilities: From Identification to Intervention* (Guildford Press, 2007) ISBN: 9781593853709

Race D G (Editor) – *Learning Disability: A Social Approach* (Routledge, 2002) ISBN: 9780415250382

Thomas D and Woods H – *Working with People with Learning Disabilities* (Jessica Kingsley Publishers, 2003) ISBN: 9781853029738

Welshman J and Walmsley J (Editors) – *Community Care in Perspective: Care, Control and Citizenship* (Palgrave Macmillan, 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.odi.gov.uk/working/ded/index.php	Office for Disability Issues
www.ukdpc.net	United Kingdom Disabled People's Council

Unit 6: Promote active support

Unit code: D/601/7353

QCF level 3 BTEC Specialist

Credit value: 5

Guided learning hours: 36

Unit aim

This unit aims to give the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.

Assessment requirements

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

Additional information

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

Abuse may include the following types:

- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self-neglect
- neglect by others.

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 active support translates values into person-centred practical action with an individual	1.1	Compare the characteristics associated with active support and the hotel model in relation to an individual's support
		1.2	Identify practical changes that could be made within a service setting to: • promote an individual's independence • support informed choices • improve quality of life
2	Be able to interact positively with individuals to promote participation	2.1	Assess the levels of help an individual would need to participate in a range of new activities
		2.2	Use task analysis to break a range of new activities into manageable steps for an individual
		2.3	Evaluate different ways of positively reinforcing an individual's participation in a range of new activities
		2.4	Demonstrate positive interaction with an individual to promote successful participation in a range of new activities
3	Be able to develop and implement person-centred daily plans to promote participation	3.1	Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement
		3.2	Support the implementation of daily plans that promote an individual's participation in a range of activities
		3.3	Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation

Learning outcomes		Assessment criteria	
4	Be able to use person-centred records to evaluate an individual's participation in activities	4.1	Develop a person-centred record to monitor an individual's participation in activities
		4.2	Review an individual's participation in activities to assess changes over time
		4.3	Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
		4.4	Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

Learning outcomes	Assessment criteria

Pearson BTEC Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) –
Specification – Issue 2 – December 2015 © Pearson Education Limited 2015

Unit 7: Understand positive risk taking for individuals with disabilities

Unit code: J/601/6293

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 25

Unit aim

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

Assessment requirements

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

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 8: Support Positive Risk taking for Individuals* (L/601/9549).

Additional information

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

Abuse may include the following types:

- physical abuse
- sexual abuse
- emotional/psychological abuse
- financial abuse
- institutional abuse
- self-neglect
- neglect by others.

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 that individuals with disabilities have the same right as everyone else to take risks	1.1	Explain ways in which risk is an integral part of everyday life
		1.2	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
		1.3	Describe the links between risk taking and responsibility, empowerment and social inclusion
2	Understand the importance of a positive, person-centred approach to risk assessment	2.1	Explain the process of developing a positive person-centred approach to risk assessment
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
		2.4	Identify the consequences for the individual of a service focused approach to risk assessment
3	Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives

Learning outcomes		Assessment criteria	
4	Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1	Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives
		4.2	Explain how to support individuals to recognise and manage potential risk in different areas of their lives
		4.3	Explain the importance of balancing the choices of the individual with their own and others' health and safety
		4.4	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
		4.5	Explain the importance of recording all discussions and decisions made
5	Understand the importance of a partnership approach to risk taking	5.1	Explain the importance of a person-centred partnership approach
		5.2	Describe ways of handling conflict when discussing and making decisions about risk

Unit 8: Support positive risk taking for individuals

Unit code: L/601/9549

QCF level 3 BTEC Specialist

Credit value: 4

Guided learning hours: 32

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 positive risk taking to benefit individuals.

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 7: Understand Positive Risk taking for Individuals with Disabilities* (LD 305, J/601/6293).

Assessment requirements

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.

Additional information

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

Different areas of their life may include:

- health

- social

- financial.

Others may include:

- colleagues

- families or carers

- friends

- other professionals

- members of the public

- advocates.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 risk taking in everyday life	1.1	Explain ways in which risk is an integral part of everyday life
		1.2	Explain why individuals may have been discouraged or prevented from taking risks
		1.3	Describe the links between risk taking and responsibility, empowerment and social inclusion
2	Understand the importance of a positive, person-centred approach to risk assessment	2.1	Explain the process of developing a positive person-centred approach to risk assessment
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
		2.4	Identify the consequences for individuals of a service focused approach to risk assessment
3	Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
		3.2	Describe how a human rights based approach supports an individual to make decisions and take risks
4	Be able to support individuals to make decisions about risks	4.1	Support an individual to recognise potential risk in different areas of their life
		4.2	Support the individual to balance choices with their own and others' health, safety and wellbeing
		4.3	Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
		4.4	Record all discussions and decisions made relating to supporting the individual to take risks

Learning outcomes		Assessment criteria	
5	Be able to support individuals to take risks	5.1	Complete a risk assessment with an individual following agreed ways of working
		5.2	Communicate the content of the risk assessment to others
		5.3	Support the individual to take the risk for which the assessment has been completed
		5.4	Review and revise the risk assessment with the individual
		5.5	Evaluate with the individual how taking the identified risk has contributed to their wellbeing
6	Understand duty of care in relation to supporting positive risk taking	6.1	Explain how the principle of duty of care can be maintained while supporting individuals to take risks
		6.2	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

Unit 9: 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.

Assessment requirements

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

Additional information

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
2	Understand how the sexual development of individuals with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health
3	Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and wellbeing and how this relates to an individual's overall health and wellbeing
		3.2	Identify sexual health issues that differently affect men and women
		3.3	Explain how sexual health issues can be supported within plans for healthcare
		3.4	Identify local services that exist to support sexual health for individuals
4	Understand relevant legislation	4.1	Explain key parts of relevant

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

Learning outcomes		Assessment criteria	

Unit 10: Support individuals with a learning disability to access healthcare

Unit code: J/601/8657

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 25

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services.

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 5 and 7 must be assessed in a real work environment.

Additional information

The principles of person-centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.

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 and significant others may include:

- the individual

- colleagues

- families or carers

- friends

- other professionals

- members of the public

- advocates.

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

Practical healthcare situations include:

- making and keeping a routine health-check appointment

- making a complaint about a healthcare professional

- describing pain or other symptoms to a healthcare professional

- spending a night in hospital and having a medical procedure.

Treatments and medication may include: complementary therapies, self-medicating, over-the-counter medicine.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 learning disabilities accessing healthcare	1.1	Describe what is meant by a rights based approach to accessing healthcare
		1.2	Outline the main points of legislation that exists to support a rights based approach
		1.3	Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
		1.4	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
		1.5	Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities
2	Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1	Explain the work of healthcare services that an individual with learning disabilities may need to access
		2.2	Explain how an individual can access each type of healthcare service
3	Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1	Describe the role and responsibility of professionals working in different types of healthcare services
4	Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	4.1	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
		4.2	Explain the range of health checks available to individuals to support good health and wellbeing
		4.3	Explain the importance of routine healthcare checks

Learning outcomes		Assessment criteria	
5	Be able to complete and review plans for healthcare	5.1	Identify who needs to be involved in the process of completing and reviewing plans for healthcare
		5.2	Complete plans for healthcare with an individual or significant others if appropriate
		5.3	Review plans for healthcare with an individual or significant others if appropriate
6	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
		6.2	Explain ways to overcome barriers to accessing healthcare services
		6.3	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
7	Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1	Use a person-centred approach to support an individual to access healthcare services
		7.2	Provide accessible information related to healthcare to individuals
		7.3	Work with others when supporting an individual to access healthcare services
		7.4	Support individuals in a range of practical healthcare situations
		7.5	Support the individual to make safe choices with regard to treatments and medication
		7.6	Record details of a healthcare visit in a format that an individual with learning disabilities can understand
		7.7	Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

Unit 11: Understand how to support individuals with autistic spectrum conditions

Unit code:	T/601/5317
QCF level 3	BTEC Specialist
Credit value:	3
Guided learning hours:	28

Unit aim

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

Assessment requirements

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

Additional information

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	
2	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
		2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
		2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
		2.4	Describe ways of helping an individual and/or their parent/carer/ siblings/partner to understand their autistic spectrum condition
3	Understand different theories and concepts about autism	3.1	Explain theories about autism related to: • brain function and genetics • psychology
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum
		3.3	Describe the strengths and limitations of different types of terminology
		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
		3.6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum

Learning outcomes		Assessment criteria	
4	Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1	Identify what legislation and national and local policy and guidance exists
		4.2	Explain what individuals or situations the legislation, national and local policy and guidance applies to
		4.3	Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5	Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1	Give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences
		5.2	Describe methods and systems used to develop and support an individual's communication
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style

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

Learning outcomes	Assessment criteria

Unit 12:	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.

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 13: Principles of supporting young people with a disability to make the transition into adulthood* (LD 311 K, M/601/7227).

Assessment requirements

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.

Additional information

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

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

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

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
2	Understand how having a disability may affect the process of moving from childhood into adulthood	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
		2.2	Identify challenges young people with a disability might have in understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes
		2.4	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life

Learning outcomes		Assessment criteria	
3	Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Be able to support a young person with a disability through transition into adulthood	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Support a young person to explore options for their future
		4.3	Use person-centred thinking to identify with the young person their needs and aspirations
		4.4	Use person-centred thinking to develop with the young person a plan to support them through transition
		4.5	Involve families in the transition process according to the wishes of the young person
		4.6	Identify ways to provide resources to meet needs
		4.7	Explain the role of key agencies and professionals likely to be involved in the transition process
		4.8	Outline possible areas of tension and conflict that may arise during the transition into adulthood

Learning outcomes		Assessment criteria	
5	Be able to support a young person to reflect on the transition	5.1	Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs
		5.2	Support a young person to record the transition and what has happened in their life in order to plan for the future

Unit 13:	**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.

Forbidden combination

Learners taking the Edexcel Level 3 Award and Certificate in Supporting Individuals with Learning Disabilities (QCF) must not take this unit with: *Unit 12: Support young people with a disability to make the transition into adulthood* (LD 311 C, F/602/0049).

Assessment requirements

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

Additional Information

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
2	Understand how having a disability may affect the process of moving from childhood into adulthood	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
		2.2	Identify challenges young people with a disability might have understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes

Learning outcomes		Assessment criteria	
		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
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life
3	Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Understand how to support a young person with a disability through a successful transition	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process
		4.3	Explain the difference in approaches to planning between children's and adults' support services
		4.4	Describe how to involve families in the transition process

Learning outcomes		Assessment criteria	
		4.5	Explain the role of key agencies and professionals likely to be involved in the transition process
		4.6	Outline possible areas of tension and conflict that may arise during the transition into adulthood
		4.7	Compare different methods of support to use with young people with disabilities who have varying abilities
5	Understand the importance of supporting a young person and their family to reflect on the transition	5.1	Explain why it is important to reflect on the transition with the young person and their family
		5.2	Explain the importance of recording the process of transition

Unit 14: 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 a wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the needs of the parent it also highlights the needs of the child(ren).

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation.

Additional information

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

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

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	1.1	Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment
		1.2	Explain the statutory responsibilities placed on organisations towards families and children who are in need
2	Understand the support parents with disabilities may need	2.1	Explain the support provided by adults and children's services to a family receiving support from both
		2.2	Explain the ways in which independent advocates can play an important role in the support of parents with disabilities
		2.3	Explain the benefits of providing support to families at the earliest stage possible
3	Be able to support parents with disabilities	3.1	Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
		3.2	Develop flexible support strategies to meet families' needs at the different stages of the child's development
		3.3	Implement support strategies to meet families' needs
		3.4	Evaluate support strategies to ensure they continue to meet the needs of the family

Learning outcomes		Assessment criteria	
4	Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1	Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
		4.2	Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
		4.3	Support individuals with disabilities to overcome barriers to successful parenting
		4.4	Work in a way that promotes individuals' self-determination and self-confidence in their role as parents
		4.5	Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances
5	Be able to develop positive working relationships with parents with disabilities	5.1	Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
		5.2	Use evidence based approaches in developing positive relationships with parents with disabilities
6	Be able to work in partnership with other workers, different services and informal support networks	6.1	Plan how to involve relevant services to support parents with disabilities and/or their children
		6.2	Access relevant services to support parents with disabilities and/or their children
		6.3	Demonstrate ways of helping to create, enhance and work with informal support networks

Learning outcomes		Assessment criteria	
7	Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1	Explain own role and responsibilities in relation to safeguarding children
		7.2	Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
		7.3	Describe the action to take in response to any concerns regarding safeguarding children
		7.4	Explain the types of support the child may need in his/her own right
		7.5	Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures

Unit 15: 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.

Forbidden combination

This unit must not be taken with *Unit 16: Principles of self-directed support* (M/601/7058).

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
2	Understand how to support individuals to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan
		2.5	Describe different ways that individuals can develop a support plan
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costing for a support plan

Learning outcomes		Assessment criteria	
3	Understand the different ways that individuals can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
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

Learning outcomes		Assessment criteria	
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

Unit 16: 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.

Forbidden combination

This unit must not be taken with *Unit 15: Support individuals with self-directed support* (LD 314 C, J/602/0053).

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. It assesses knowledge that underpins *Unit LD 314S: Work with an individual using self-directed support*, and must be achieved with that unit to confirm competence.

Additional information

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

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

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

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

Others may include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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: indicative allocation supported self-assessment support plan outcome-focused review
		1.5	Outline the possible barriers to self-directed support

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

Learning outcomes		Assessment criteria	

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

Unit 17: Maintaining the independent advocacy relationship

Unit code:	A/502/3148
QCF level 3	BTEC Specialist
Credit value:	6
Guided learning hours:	25

Unit aim

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

Assessment requirements

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

Additional information

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

Simulation can be used only in exceptional circumstances, for example where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the standards verifier.

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

Required sources of performance and knowledge evidence:

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

Other sources of performance and knowledge evidence: The assessor will identify other sources of evidence, to ensure the most reliable and efficient mix of evidence-gathering methods from the following:

- work products
- professional discussion
- learner/reflective accounts
- questions asked by assessors
- witness testimonies
- projects/assignments/recognition of prior learning (RPL)
- case studies.

This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 what to do when faced with practice dilemmas	1.1	Identify a range of ethical and practical challenges commonly faced by advocates
		1.2	Develop a plan or strategy to respond to a range of challenges and threats
		1.3	Identify a range of people who can offer support in responding to dilemmas and threats
2	Deal positively with conflict	2.1	Identify a range of situations and people where conflict may arise
		2.2	Develop positive strategies in resolving conflict
3	Maintain accurate records	3.1	Explain the importance of writing and maintaining accurate records
		3.2	Identify a range of information which is and is not relevant
		3.3	Use appropriate templates to record information
4	Prioritise competing work commitments	4.1	Identify essential and non-essential advocacy tasks
		4.2	Prioritise competing commitments and tasks
5	Use personal value base and power appropriately	5.1	Explain personal motivation and why the learner wants to provide independent advocacy support
		5.2	Identify personal values in relation to mental health, disability, human rights, participation and best interests
		5.3	Identify sources of personal power
6	Use supervision as a tool to reflect and improve practice	6.1	Explain the purpose and function of supervision
		6.2	Identify methods of preparing for supervision
		6.3	Participate in supervision
		6.4	Use self-reflection to explore the advocate's practice
		6.5	Use supervision to identify opportunities to improve skills and knowledge
		6.6	Use supervision to explore emotional and practical challenges

Learning outcomes		Assessment criteria	
7	Use local and national networks	7.1	Identify the role of local and national networks
		7.2	Access support from local and national networks
		7.3	Contribute to the work of local and national networks
8	Respond to concerns of abuse	8.1	Identify potential signs of child (or) adult abuse
		8.2	Explain child (or) adult protection procedures
		8.3	Use the advocacy organisation's protection policy to respond to concerns of abuse
		8.4	Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes
		8.5	Support the individual uphold their right to be heard

Unit 18: Purpose 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.

Assessment requirements

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

Additional information

The nature of this unit means that most of the evidence must come from real work activities. Simulation can be used only in exceptional circumstances, for example where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing.

Simulation must be discussed and agreed in advance with the standards verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

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

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence, to ensure the most reliable and efficient mix of evidence-gathering methods, from the following:

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

This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
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

Learning outcomes		Assessment criteria	
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

Unit 19: Providing independent advocacy support

Unit code: T/502/3147

QCF level 3   BTEC Specialist

Credit value: 6

Guided learning hours: 25

Unit aim

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

Assessment requirements

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

Additional information

The nature of this unit means that most of the evidence must come from real work activities. Simulation can be used only in exceptional circumstances, for example where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the Standards Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence: Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence, to ensure the most reliable and efficient mix of evidence-gathering methods from the following:

- work products

- professional discussion

- learner/reflective accounts

- questions asked by assessors

- witness testimonies

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

- case studies.

This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the learner's performance can be established.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

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	Establish safe boundaries to maintain the advocacy relationship	1.1	Explain the advocacy role to a range of people receiving advocacy support
		1.2	Conduct an introductory meeting which establishes key principles of independent advocacy
		1.3	Identify a range of issues that can impact on the relationship
		1.4	Identify limitations to the independent advocacy role
2	Establish the advocacy relationship	2.1	Explain the potential benefits of advocacy to the individual
		2.2	Explain and establish a range of boundaries
		2.3	Establish if advocacy support is appropriate
		2.4	Establish the individual's requirements
		2.5	Explain the complaints procedure of the advocacy service
3	Assist the individual receiving advocacy support to explore and make choices	3.1	Support access to information to enable the individual to make an informed choice
		3.2	Support the individual to explore possible consequences of making a particular choice
		3.3	Distinguish between the advocate's view and the choice made by the individual
		3.4	Support the individual to make choices including decisions that may be considered unwise
		3.5	Using principles of independent advocacy respond to individuals who choose to take risks

Learning outcomes		Assessment criteria	
4	Construct an action plan	4.1	Support an individual to prioritise his/her goals
		4.2	Agree a course of action with the individual receiving advocacy support
		4.3	Identify key individuals who will be involved in achieving the plan
		4.4	Provide ongoing feedback to the individual
		4.5	Review the action plan
		4.6	Identify who to seek advice from when the action plan is threatened
5	Support the individual receiving advocacy support to self advocate	5.1	Summarise the benefits of self advocacy
		5.2	Use a range of techniques to support an individual to self advocate
		5.3	Take actions to help individuals achieve their goals
6	Act on the instruction of the person receiving Advocacy support	6.1	Identify the wishes and feelings of an individual receiving advocacy support
		6.2	Agree a preferred course of action
		6.3	Provide feedback on action taken to the individual
7	Review and end the advocacy relationship	7.1	Support the individual to assess the outcomes of the advocacy relationship
		7.2	Support the individual to establish if further assistance is needed
		7.3	Decide when and how to end the advocacy relationship

Unit 20: Understand mental wellbeing 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 wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how effectively to promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Assessment requirements

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

Additional information

Learning outcome 1, assessment criterion 1.2 requires learners to 'explain the range of factors that may influence mental wellbeing and mental health problems *across the lifespan*'. The qualification is aimed at those working with people aged 18 to 65 years, but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in adulthood on their wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 wellbeing and mental health and the factors that may influence both across the lifespan	1.1	Evaluate two different views on the nature of mental wellbeing and mental health
		1.2	Explain the range of factors that may influence mental wellbeing and mental health problems across the lifespan, including: a. biological factors b. social factors c. psychological factors
		1.3	Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health: a. risk factors including inequalities, poor quality social relationships b. protective factors including socially valued roles, social support and contact
2	Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups	2.1	Explain the steps that an individual may take to promote their mental wellbeing and mental health
		2.2	Explain how to support an individual in promoting their mental wellbeing and mental health
		2.3	Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health
		2.4	Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community
		2.5	Evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community

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Unit 21: Understand mental health problems

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

Unit aim

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

Assessment requirements

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

Additional information

For 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.

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	1.1	Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
		1.2	Explain the key strengths and limitations of the psychiatric classification system
		1.3	3. Explain two alternative frameworks for understanding mental distress
		1.4	4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour
2	Know the impact of mental ill health on individuals and others in their social network	2.1	Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
		2.2	Explain how mental ill health may have an impact on the individual including: a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts

Learning outcomes		Assessment criteria	
		2.3	Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts
		2.4	Explain the benefits of early intervention in promoting an individual's mental health and wellbeing

Learning outcomes	Assessment criteria

Unit 22: Understand the process and experience of dementia

Unit code: J/601/3538

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 22

Unit aim

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia. **Learners taking the Dementia pathway in the Edexcel Level 3 Diploma in Health and Social Care (Adults) for England must take this unit.**

Assessment requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 neurology of dementia	1.1	Describe a range of causes of dementia syndrome
		1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2	Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow-up to diagnosis
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
		2.4	Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends
3	Understand how dementia care must be underpinned by a person-centred approach	3.1	Compare a person-centred and a non-person-centred approach to dementia care
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears

Unit 23: Understand the diversity of individuals with dementia and the importance of inclusion

Unit code: Y/601/3544

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 23

Unit aim

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

Assessment requirements

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

Additional information

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

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

Others may be:

- care worker
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist

- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 concept of diversity and its relevance to working with individuals who have dementia	1.1	Explain what is meant by the terms: • diversity • anti-discriminatory practice • anti-oppressive practice
		1.2	Explain why it is important to recognise and respect an individual's heritage
		1.3	Describe why an individual with dementia may be subjected to discrimination and oppression
		1.4	Describe how discrimination and oppressive practice can be challenged
2	Understand that each individual's experience of dementia is unique	2.1	Explain why it is important to identify an individual's specific and unique needs
		2.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
		2.3	Describe how the experience of an individual's dementia may impact on carers
		2.4	Describe how the experience of dementia may be different for individuals: • who have a learning disability • who are from different ethnic backgrounds • at the end of life

Learning outcomes		Assessment criteria	
3	Understand the importance of working in a person-centred way and how this links to inclusion	3.1	Explain how current legislation and Government policy supports person-centred working
		3.2	Explain how person-centred working can ensure that an individual's specific and unique needs are met
		3.3	Describe ways of helping an individual's carers or others understand the principles of person-centred care
		3.4	Identify practical ways of helping the individual with dementia maintain their identity

Unit 24: Provide support to maintain and develop skills for everyday life

Unit code: L/601/8028

QCF level 3 BTEC Specialist

Credit value: 4

Guided learning hours: 28

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 work with individuals to retain, regain and develop skills for everyday life.

Assessment requirements

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.

Additional information

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

Others may include

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

The **plan** may include:

- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life
		1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
		1.3	Explain how maintaining, regaining or developing skills can benefit individuals
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and others to identify skills for everyday life that need to be supported
		2.2	Agree with the individual a plan for developing or maintaining the skills identified
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3	Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills
		3.3	Describe actions to take if an individual becomes distressed or unable to continue
4	Be able to evaluate support for developing or maintaining skills for everyday life	4.1	Work with an individual and others to agree criteria and processes for evaluating support
		4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
		4.3	Agree revisions to the plan
		4.4	Record and report in line with agreed ways of working

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Unit 25: Facilitate learning and development activities to meet individual needs and preferences

Unit code:	L/601/8644
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 learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.

Assessment requirements

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.

Additional information

Learning and development activities may include:

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

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

- **Others** may include:
- family members
- advocates
- line manager
- specialists
- others who are important to the individual's wellbeing.

A **plan** for a learning or development activity may include:

- the purpose of the activity

- how the activity will be implemented

- timescales for implementation

- the roles and responsibilities of those involved

- the level and type of support required

- resources or equipment needed

- ways to minimise risks.

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 role of learning and development activities in meeting individual needs	1.1	Describe the benefits to individuals of engaging in learning or development activities
		1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate
		1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered
2	Be able to identify learning and development activities to meet individual needs and preferences	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities
		2.2	Provide the individual and others with information on possible learning or development activities
		2.3	Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
		2.4	Work with the individual and others to agree learning or development activities that will suit the individual
3	Be able to plan learning and development activities with individuals	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported
		3.2	Establish with the individual and others a plan for implementing the programme of activities
		3.3	Assess risks in line with agreed ways of working
4	Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation
		4.4	Prepare the environment so that the activity can be carried out safely and

Learning outcomes		Assessment criteria	
			effectively
5	Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity
		5.2	Support the individual to engage with the activity in a way that promotes active participation
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided
		5.4	Make adjustments in response to feedback
6	Be able to evaluate and review learning and development activities	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
		6.2	Collate and present information for evaluation as agreed
		6.3	Use agreed criteria to evaluate the activity with the individual and others
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided
		6.5	Explain the importance of recognising progress achieved through a learning or development activity

Unit 26:	**Prepare to support individuals within a shared lives arrangement**

Unit code: M/601/9611

QCF level 3   BTEC Specialist

Credit value: 4

Guided learning hours: 31

Unit aim

This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement.

Assessment requirements

This unit must be addressed 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.

Additional information

Shared lives arrangements may include:

- long-term accommodation support
- short breaks
- daytime support
- kinship support
- adult placement (Wales).

Key people may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 shared lives arrangements can benefit individuals	1.1	Describe the potential benefits to individuals of being supported through a shared lives arrangement
		1.2	Explain how a shared lives arrangement can promote person-centred support that enables individuals to take responsibility for decisions about their lives and actions
2	Be able to access and share information relevant to the provision of a shared lives arrangement for individuals	2.1	Establish with the people organising the provision of a shared lives arrangement the information and support required by key people and self
		2.2	Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
		2.3	Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement

Learning outcomes		Assessment criteria	
3	Be able to address the potential impact on key people of providing a shared lives arrangement	3.1	Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
		3.2	Establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual
		3.3	Agree any changes required in order to provide a shared lives arrangement for individuals
		3.4	Identify with key people strategies for dealing with any potential areas of conflict
4	Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	4.1	Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
		4.2	Investigate ways to fill gaps in own knowledge, understanding and skills

Unit 27: Support individuals to access and use services and facilities

Unit code:	F/601/7927
QCF level 3	BTEC Specialist
Credit value:	4
Guided learning hours:	25

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 review services and facilities.

Assessment requirements

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.

Additional information

Services and facilities may include:

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

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

Information to be challenged may include information that is:

- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 that influence individuals' access to services and facilities	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing
		1.2	Identify barriers that individuals may encounter in accessing services and facilities
		1.3	Describe ways of overcoming barriers to accessing services and facilities
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2	Be able to support individuals to select services and facilities	2.1	Work with an individual to identify a range of services and facilities likely to meet their assessed needs
		2.2	Agree with an individual their preferred options for accessing services and facilities
		2.3	Work with an individual to select services or facilities that meet their assessed needs and preferences

Learning outcomes		Assessment criteria	
3	Be able to support individuals to access and use services and facilities	3.1	Identify with an individual the resources, support and assistance required to access and use selected services and facilities
		3.2	Carry out agreed responsibilities to enable the individual to access and use services and facilities
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4	Be able to support individuals to review their access to and use of services and facilities	4.1	Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
		4.2	Support an individual to provide feedback on their experience of accessing and using services or facilities
		4.3	Work with an individual to evaluate the support provided for accessing and using services or facilities
		4.4	Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

Unit 28: Provide support for individuals within a shared lives arrangement

Unit code:	J/601/9601
QCF level 3	BTEC Specialist
Credit value:	5
Guided learning hours:	35

Unit aim

This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.

Assessment requirements

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

Additional information

Shared lives arrangements may include:

- long-term accommodation support
- short breaks
- daytime support
- kinship support
- adult placement (Wales).

Key people may include:

- those who share the learner's home
- members of learner's extended family
- learner's social networks
- others who may be involved in the shared lives arrangement.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 to establish the needs, background, experiences, wishes, preferences and choices of an individual	1.1	Explain the importance of 'getting to know' the individual
		1.2	Identify sources of information that can inform the process
		1.3	Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences
2	Be able to identify how an individual's needs can be met through a shared lives arrangement	2.1	Work with the individual and others to assess how identified requirements can be met within the shared lives arrangement
		2.2	Work with the individual and others to identify factors that may affect the individual's integration into the home environment
3	Know how to address potential power imbalances in a shared lives arrangement	3.1	Explain how sharing own home may create a sense of power imbalance between an individual, self and key people
		3.2	Identify ways that potential power imbalances may be addressed to promote full membership of the household
		3.3	Identify strategies that could be used to address conflicts and disagreements

Learning outcomes		Assessment criteria	
4	Be able to assist individuals to adjust to the home environment	4.1	Provide a welcoming and supportive environment for an individual with the help of key people
		4.2	Provide opportunities for the individual to meet and get to know key people
		4.3	Support the individual to settle into the home environment
		4.4	Support the individual to communicate their thoughts and feelings about sharing the home environment
		4.5	Describe actions to take if an individual is distressed
		4.6	Provide opportunities for the individual's continued personal and social development
5	Be able to support key people to adjust to a shared lives arrangement	5.1	Establish with key people any adjustments that might need to be made to support an individual within the home
		5.2	Establish strategies to deal with any conflict and disagreements that may arise
		5.3	Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
		5.4	Describe ways to balance the needs of key people and the individual
		5.5	Support key people to participate in the shared lives arrangement

Learning outcomes		Assessment criteria	

Learning outcomes		Assessment criteria	
6	Be able to contribute to on-going review of the shared lives arrangement	6.1	Provide regular feedback on the shared lives arrangement in line with agreed ways of working
		6.2	Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

Unit 29: 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.

Assessment requirements

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.

Additional information

Relationships may include:

- family relationships
- friendships
- social networks.
- An **individual** is someone requiring care or support.
- **Information** may include:
- feedback from the individual and others
- observations
- records.

Others may include:

- family
- friends
- advocates
- others who are important to the individual's wellbeing.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Unit 30: Support individuals to manage their finances

Unit code:	D/601/7904
QCF level 3	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 manage and review their financial affairs, in accordance with their needs and preferences.

Assessment requirements

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.

Additional information

Methods and services for managing personal finances may include those for:

- budgeting
- tracking income and expenditure
- making payments
- keeping money safe
- managing debts
- keeping financial records.

Agreed ways of working will include policies and procedures where these exist and will indicate where others need to be involved.

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

Others may include:

• family

• friends

• advocates

• professionals

• others who are important to the individual's wellbeing.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 how to access information and advice about financial affairs	1.1	Identify sources of information and advice about methods and services for managing personal finances
		1.2	Identify sources of information and advice about benefits and allowances
		1.3	Describe the role of others who may be involved in supporting individuals to manage their own finances
		1.4	Describe how and when to access specialist expertise about managing financial affairs
		1.5	Explain how to access advice on safeguarding against financial abuse

Learning outcomes		Assessment criteria	
2	Be able to provide support for individuals to manage their finances	2.1	Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs
		2.2	Work with the individual to identify the skills they have for managing their own finances
		2.3	Identify an individual's preferred methods and services for managing their finances
		2.4	Provide support for managing finances in a way that promotes active participation and safeguards the individual
		2.5	Contribute to records and reports about finances in line with agreed ways of working
3	Be able to contribute to applying for financial assistance	3.1	Provide support for an individual to check the benefits and allowances to which they are entitled
		3.2	Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
4	Be able to contribute to reviewing support for managing finances	4.1	Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
		4.2	Work with the individual to evaluate methods, services and support for managing finances
		4.3	Agree with the individual any changes to methods, services and support for managing finances
		4.4	Provide feedback to an organisation or agency about the effectiveness of financial information or support
		4.5	Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support

Unit 31: Support individuals to access housing and accommodation services

Unit code:	K/601/7906
QCF level 3	BTEC Specialist
Credit value:	4
Guided learning hours:	24

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 access housing and accommodation services.

Assessment requirements

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.

Additional information

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

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed.

Others may include:

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

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 support available to access housing and accommodation services	1.1	Identify sources of funding and benefits that are available for housing and accommodation services
		1.2	Analyse the range of housing and accommodation services available
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services
2	Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1	Work with an individual to identify their accommodation requirements
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services

Learning outcomes		Assessment criteria	
3	Be able to work with individuals to plan to access housing and accommodation services	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services
		3.2	Establish with an individual which housing and accommodation services will be approached
4	Be able to work with individuals to access housing and accommodation services	4.1	Support the individual to prepare to attend meetings with housing and accommodation services
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences
		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services
5	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities
		5.2	Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met

Learning outcomes		Assessment criteria	
6	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed
		6.2	Consult with others about any problems and proposed solutions
		6.3	Record and report on the review in line with agreed ways of working

Unit 32: 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.

Assessment requirements

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.

Additional information

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

Aids may include:

- technological aids
- human aids.

Others may include:

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

Information may include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs

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

Learning outcomes		Assessment criteria	
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

Unit 33: 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.

Assessment requirements

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.

Additional information

Types of change include changes that are:

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

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

Others may include:

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

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

*   the individual's preferences associated with the change

*   existing skills or knowledge the individual has that will help them

*   manage the change

*   new skills or knowledge the individual may need to develop in order to

*   manage the change

*   resources and expertise for managing the change that exist within the

*   individual's personal network

*   additional resources, support or expertise needed

*   ways to address risks that may arise from a change.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and others to identify recent or imminent changes affecting them
		2.2	Support the individual to assess the implications and likely impacts of the change identified
		2.3	Work with the individual and others to plan how to adapt to or manage the change
		2.4	Explain the importance of both practical support and emotional support during a time of change
		2.5	Identify and agree roles and responsibilities for supporting a change
3	Be able to support individuals to manage or adapt to change	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation
		3.2	Provide information and advice to support the individual to manage change
		3.3	Support the individual to express preferences and anxieties when going through change
		3.4	Adapt support methods to take account of preferences or anxieties
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change

Learning outcomes		Assessment criteria	
4	Be able to evaluate the support provided during a period of change	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved
		4.2	Work with the individual and others to identify positive and negative aspects of a change
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process
		4.4	Record and report on the effectiveness of support for the change process

Unit 34:	Support individuals to prepare for and settle in to new home environments
Unit code:	T/601/7908
QCF level 3	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 prepare for and settle into new home environments.

Assessment requirements

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.

Additional information

A move to a new **home environment** may include:

- temporary moves
- permanent moves
- home to residential care
- hospital to home
- ward to ward
- homelessness to hostel
- residential care to independent living
- home to sheltered accommodation.

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

Others may include:

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

The **plan** to prepare for a move will incorporate:

- the individual's views, feelings, preferences and priorities relating to the
- move
- ways to identify and address any risks associated with the move
- ways to address any special support requirements
- ways to ensure that any legal requirements are met
- timescales for the move.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 a move to a new home environment	1.1	Identify reasons why individuals may move to a new home environment
		1.2	Explain the effects that moving may have on an individual and their personal relationships
		1.3	Analyse strategies that can help a move to go smoothly
2	Be able to support individuals to prepare to move into new home environments	2.1	Access information and advice to support an individual to move and settle into a new home environment
		2.2	Provide an individual and others with information about the proposed new home environment
		2.3	Work with the individual and others to plan for the move
		2.4	Support the individual to express their feelings about the move and any concerns they may have
		2.5	Demonstrate strategies to address concerns
3	Be able to support individuals to settle into new home environments	3.1	Support the individual to familiarise themselves with the new environment and living arrangements
		3.2	Support the individual to explore opportunities to: • maintain existing social networks and/or • create new social networks
		3.3	Support the individual to adjust to living with new people or to living alone
		3.4	Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment

Learning outcomes		Assessment criteria	
4	Be able to support individuals to review the impact of new home environments	4.1	Work with the individual and others to agree a process to review the move
		4.2	Work with the individual to review positive and negative effects of the move
		4.3	Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
		4.4	Agree any additional resources, facilities and support required
		4.5	Record and report on the outcomes of the move, in line with agreed ways of working

Unit 35: 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

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

Assessment requirements

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.

Additional information

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

Others may include:

- organisations providing support to family members
- other professionals.

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 establish and maintain positive relationships with families	2.1	Interact with family members in ways that respect their culture, experiences and expertise
		2.2	Demonstrate dependability in carrying out actions agreed with families
		2.3	Describe principles for addressing dilemmas or conflicts that may arise in relationships with families

Learning outcomes		Assessment criteria	
3	Be able to plan shared approaches to the care and support of individuals with families	3.1	Agree with the individual, family members and others the proposed outcomes of partnership working with a family
		3.2	Clarify own role, role of family members, and roles of others in supporting the individual
		3.3	Support family members to understand person-centred approaches and agreed ways of working
		3.4	Plan ways to manage risks associated with sharing care or support
		3.5	Agree with the individual and family members processes for monitoring the shared support plan
4	Be able to work with families to access support in their role as carers	4.1	Work with family members to identify the support they need to carry out their role
		4.2	Provide accessible information about available resources for support
		4.3	Work with family members to access resources
5	Be able to exchange and record information about partnership work with families	5.1	Exchange information with the individual and family members about: • implementation of the plan • changes to needs and preferences
		5.2	Record information in line with agreed ways of working about: • progress towards outcomes • effectiveness of partnership working

Learning outcomes		Assessment criteria	
6	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families
		6.2	Agree criteria and processes for reviewing support for family members
		6.3	Encourage the individual and family members to participate in the review
		6.4	Carry out own role in the review of partnership working
7	Be able to provide feedback about support for families	7.1	Provide feedback to others about the support accessed by family members
		7.2	Report on any gaps in the provision of support for family members
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible

Unit 36: 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.

Assessment requirements

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

Additional information

Challenging behaviour may include behaviour that is:

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

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

Wellbeing, 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 or unwanted.

Consequences are what happened as a result of the behaviour.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
		1.2	Define what is meant by restrictive interventions
		1.3	Explain when restrictive interventions may and may not be used
		1.4	Explain who needs to be informed of any incidents where restrictive interventions have been used
		1.5	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
		1.6	Describe safeguards that must be in place if restrictive physical interventions are used
2	Understand the context and use of proactive and reactive strategies	2.1	Explain the difference between proactive and reactive strategies
		2.2	Identify the proactive and reactive strategies that are used within own work role
		2.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
		2.4	Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
		2.5	Explain the importance of reinforcing positive behaviour with individuals
		2.6	Evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies

Learning outcomes		Assessment criteria	
3	Be able to promote positive behaviour	3.1	Explain how a range of factors may be associated with challenging behaviours
		3.2	Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
		3.3	Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
		3.4	Demonstrate how to model to others best practice in promoting positive behaviour
4	Be able to respond appropriately to incidents of challenging behaviour	4.1	Identify types of challenging behaviour
		4.2	Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
		4.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
		4.4	Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour

Learning outcomes		Assessment criteria	
5	Be able to support individuals and others following an incident of challenging behaviour	5.1	Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
		5.2	Describe how an individual can be supported to reflect on an incident including: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident
		5.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
		5.4	Demonstrate how to debrief others involved in an incident of challenging behaviour
		5.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour

Learning outcomes	Assessment criteria

Learning outcomes		Assessment criteria	
6	Be able to review and revise approaches to promoting positive behaviour	6.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
		6.2	Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
		6.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Unit 37: Support families in maintaining relationships in their wider social structures

Unit code: K/601/9185

QCF level 3 BTEC Specialist

Credit value: 4

Guided learning hours: 33

Unit aim

This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling, and recognises the rights of families to make their own decisions and choices and to be supported in following these through.

Assessment requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 social interactions and relationships for families of people with specific needs	1.1	Explain why social contacts are important and should be encouraged
		1.2	Analyse the effects of isolation
		1.3	Evaluate sources of information on social structures
2	Understand the issues surrounding discrimination	2.1	Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination
		2.2	Analyse the forms which discrimination may take
		2.3	Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings
3	Be able to support families to access opportunities for social contact within their wider social structures	3.1	Engage with a family in a way that encourages trust and mutual respect
		3.2	Identify opportunities for social contact in a family's environment
		3.3	Encourage a family to seek out services within their community
		3.4	Support a family to use available services in the community

Learning outcomes		Assessment criteria	
4	Be able to support families to maintain social contacts within their wider social structures	4.1	Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts
		4.2	Provide a family with opportunities to discuss their experiences of maintaining relationships
		4.3	Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination
		4.4	Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values
		4.5	Support a family in challenging any discrimination and barriers within services in their community
		4.6	Support a family in making any transitions when services become unavailable or no longer meet their needs

Unit 38: Understand physical disability

Unit code: J/601/6150

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 22

Unit aim

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

Additional information

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

Congenital disabilities can include:

- cerebral palsy
- cystic fibrosis
- spina bifida
- congenital heart conditions
- muscular dystrophy
- congenital hip disorder.

Acquired disabilities can include:

- arthritis
- rheumatism
- cardiac conditions
- pulmonary conditions from work conditions or smoking, eg emphysema,
- pulmonary fibrosis.

Neurological conditions can include:

- multiple sclerosis
- Parkinson's disease
- stroke.

Progressive conditions can also include neurological and some congenital conditions such as :

- motor neurone disease.

Life choices:

- physical health

- education

- housing

- employment

- access to cultural/leisure activities

- mobility

- sexuality.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 the importance of recognising the centrality of the individual rather than the disability
		1.2	Explain the importance of an assessment being person centred
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2	Understand the concept of physical disability	2.1	Define the term physical disability
		2.2	Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological
		2.3	Compare a congenital disability with a neurological disability, including causes
		2.4	Explain the emotional impact of a progressive disability on the individual
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have
3	Understand the impact of living with a physical disability within society	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
		3.2	Analyse the socio-economic effects of physical disability on an individual
		3.3	Explain the changes that have occurred in society as a result of Disability legislation
		3.4	Analyse the extent of improvements for the individual as a result of Disability legislation
		3.5	Explain the effects of physical disability on an individual's life choices
		3.6	Explain how attitudes either promote a positive or negative perception of disability

Learning outcomes		Assessment criteria	
4	Understand the importance of promoting inclusion and independence	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities
		4.2	Analyse ways that inclusion and independence can be promoted
		4.3	Explain the importance of the individual having control of choices and decisions
		4.4	Analyse the importance of positive risktaking for the individual with physical disabilities
		4.5	Explain how to encourage the individual to take positive risks while maintaining safety
		4.6	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Unit 39: Support families who have a child with a disability

Unit code: D/601/5750

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 23

Unit aim

This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Assessment requirements

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional information

Diagnosis, eg a range of:

- physical disabilities
- learning disabilities
- sensory disabilities.

Interpersonal relationships within the family

Examples are:

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents.

Other professionals and agencies:

- teachers
- educational psychologist
- educational welfare
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist.

Support can include:
- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 on a family of having a child with a disability	1.1	Describe the emotional impact that a diagnosis can have on families
		1.2	Explain how the impact of having a child with a disability can be rewarding and/or challenging
		1.3	Explain the emotional experience that families may have after diagnosis, using theories of loss
		1.4	Explain how having a child with a disability may affect interpersonal relationships within a family
		1.5	Identify the changes that may need to be made to family life, social life, work and accommodation
		1.6	Explain why it is important for family members to have opportunities to explore feelings and experiences
2	Be able to support families who have a child with a disability	2.1	Establish with the family the support they require
		2.2	Work with the family to identify different ways that needs can be met
		2.3	Support family members to discuss feelings and experiences related to having a child with a disability
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	Explain what informal networks and community resources there are for children with disabilities and their families
		3.2	Give information to a family about community resources and informal networks to enable them to make choices
		3.3	Support a family to use community resources and informal networks

Learning outcomes		Assessment criteria	
4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	Identify support and resources that a child with a disability may need
		4.2	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
		4.3	Provide information to a family about professionals and agencies that may provide support
		4.4	Identify when referrals should be made to other professionals and/or agencies
		4.5	Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
		4.6	Review the outcomes for the family of partnership working
		4.7	Identify and report any additional support required by the family

Unit 40: Understand sensory loss

Unit code: M/601/3467

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 21

Unit aim

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

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

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

Assessment requirements

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

Additional information

Sensory loss could include:

- sight loss
- hearing loss
- deaf, blindness.

Factors could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	1.1	Analyse how a range of factors can impact on individuals with sensory loss
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: • sight loss • hearing loss • deaf blindness
		2.2	Describe how the environment facilitates effective communication for people with sensory loss
		2.3	Explain how effective communication may have a positive impact on lives of individuals with sensory loss
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss
		3.2	Define congenital sensory loss and acquired sensory loss
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population
4	Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: • sight loss • hearing loss • deaf blindness
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss

Unit 41: Understand models of disability

Unit code: F/601/3473

QCF level 3 BTEC Specialist

Credit value: 3

Guided learning hours: 26

Unit aim

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

Assessment requirements

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Unit 42: Support individuals with multiple conditions and/or disabilities

Unit code:	A/601/5190
QCF level 3	BTEC Specialist
Credit value:	4
Guided learning hours:	31

Unit aim

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

Assessment requirements

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.

Additional information

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

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

Wellbeing, eg

- emotional
- psychological
- physical.

Activities could include:

- education

- employment

- leisure activities

- social activities

- household or domestic tasks.

Informal networks could include:

- family

- friends

- neighbours

- special interest groups.

Others could include:

- other professionals

- carers/family members

- advocates

- colleagues.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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	Describe possible multiple conditions and/or disabilities that individuals may have
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life
		1.3	Explain how multiple conditions and/or disabilities may impact on individuals' opportunity to participate in a range of activities
2	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
		2.2	Explain the steps to take when actions may be outside the scope of own role and responsibilities
3	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4	Be able to assist individuals with multiple conditions and/or disabilities	4.1	Support an individual to identify needs and preferences
		4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities
		4.3	Support an individual to engage in activities that meet their needs and preferences

Learning outcomes		Assessment criteria	
5	Be able to evaluate the support provided to an individual to engage in activities	5.1	Review with the individual and/or others how well the activities have met the identified needs and preferences
		5.2	Reflect on own support to an individual to engage in activities
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice
		5.4	Adapt own practice to support the needs of the individual

Unit 43:	**Support individuals in the use of assistive technology**
Unit code:	J/601/3541
QCF level 4	BTEC Specialist
Credit value:	4
Guided learning hours:	32

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the use of assistive technology.

Assessment requirements

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.

Additional information

Wellbeing, eg

- emotional
- psychological
- physical.

Others could include:

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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, purpose and effectiveness of assistive technology available to support individuals	1.1	Research the range and purpose of assistive technology that is available to support individuals in own area of work
		1.2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
		1.3	Explain how assistive technology can have a positive impact on the wellbeing and quality of life of individuals
2	Be able to support the selection of assistive technology with individuals	2.1	Explain own role and the roles of others in the provision of assistive technology for individuals
		2.2	Support an individual to access specialist information and support about assistive technology
		2.3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
		2.4	Support an individual to select assistive technology to meet their needs and preferences
3	Be able to support the use of assistive technology aids with an individual	3.1	Prepare the environment to support the use of assistive technology with an individual
		3.2	Support the use of assistive technology following instructions or guidelines within boundaries of own role
		3.3	Record the use of assistive technology following procedures or agreed ways of working
		3.4	Explain when and to whom referrals for maintenance or repair would be made

Learning outcomes		Assessment criteria	
4	Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1	Review the effectiveness of assistive technology against identified outcomes with individuals and/or others
		4.2	Provide feedback to others on the use of assistive technology
		4.3	Revise plans to use assistive technology to achieve identified outcomes with individuals and/or others
		4.4	Evaluate own practice in using assistive technology to meet identified outcomes
		4.5	Adapt own practice to support the needs of the individual

Unit 44: Support individuals to access education, training or employment

Unit code:	H/601/3546
QCF level 4	BTEC Specialist
Credit value:	4
Guided learning hours:	31

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Assessment requirements

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.

Additional information

Wellbeing, eg:

- emotional
- psychological
- physical.

Others could include:

- other professionals
- specialist employment agencies
- careers services
- job coach
- learning providers
- employers
- carers/family members
- advocates
- colleagues

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 value of engagement in training, education or employment for individuals	1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of individuals
2	Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
		2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
		2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3	Understand the support available to individuals accessing education, training or employment	3.1	Identify the range of agencies that provide support to individuals accessing education, training or employment
		3.2	Clarify the support provided by the various agencies
4	Be able to support an individual to identify and access education, training or employment that meets needs and preferences	4.1	Work with individuals to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests

Learning outcomes		Assessment criteria	
			• experience
			• qualifications
			• support needs
			• preferred career pathway
			• personal circumstances
			• language/communication needs
		4.2	Work with the individual and/or others to source accessible information on education, training or employment opportunities
		4.3	Support the individual to select preferred education, training or employment
		4.4	Support the individual to complete applications to access education, training or employment
		4.5	Support the individual to prepare for interview or selection for education, training or employment
5	Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
		5.2	Work with the individual and/or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment

Learning outcomes		Assessment criteria	
6	Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes
		6.2	Review with the individual and/or others the continued support required to undertake education, training or employment
		6.3	Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Unit 45: Enable individuals to negotiate environments

Unit code:	R/601/5180
QCF level 3	BTEC Specialist
Credit value:	5
Guided learning hours:	34

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.

Assessment requirements

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.

Additional information

Conditions and/or disabilities could include factors relating to:

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

Resources could include:

- other professionals
- assistive technology/aids.

Others could include:

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

The **plan** will include:

- risk assessment and could include:
- environmental hazards
- agreed methods of communication
- level of support required
- assistive technology/aids
- other resources.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 may impact on an individual being able to negotiate their environments	1.1	Analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments
		1.2	Describe potential environmental barriers to individuals negotiating environments
		1.3	Establish how environmental barriers to individuals negotiating environments can be addressed
2	Be able to prepare to support an individual to negotiate an environment	2.1	Explain the scope of own role in supporting an individual to negotiate an environment
		2.2	Establish the resources that are available to support an individual to negotiate an environment
		2.3	Assess the risks associated with an individual negotiating familiar and unfamiliar environments
		2.4	Work with others to develop a plan to support an individual to negotiate an environment
3	Be able to support the individual to negotiate an environment	3.1	Agree with the individual activities which require negotiating an environment
		3.2	Support an individual to negotiate an environment following agreed plan
		3.3	Provide information to the individual when negotiating unfamiliar environment

Learning outcomes			Assessment criteria	
4	Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1	Observe and record an individual's ability to negotiate an environment
		4.2	Evaluate the success of negotiating an environment with an individual and/or others
		4.3	Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment
		4.4	Agree a revised plan with the individual and/or others
		4.5	Evaluate own contribution to supporting an individual to negotiate an environment

Unit 46: Enable individuals with behavioural difficulties to develop strategies to change their behaviour

Unit code: L/601/9034

QCF level 3 BTEC Specialist

Credit value: 8

Guided learning hours: 41

Unit aim

This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

Assessment requirements

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

Additional information

Methods and approaches include:

- motivational interviewing
- cognitive behavioural therapy
- solution-focused therapy
- adult learning methods.

Factors relating to the individual may include:

- culture
- gender
- beliefs
- personality
- illness
- side-effects of medication.

Others may include:

- family members
- other health and social care workers
- others who are important to the individual's wellbeing.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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, policies and practice affect the support provided to individuals to manage their behaviour	1.1	Describe how legislation affects policy and practice when working with individuals to manage their behaviour
		1.2	Describe the methods and approaches available to help an individual change their behaviour
2	Understand the factors that influence behaviour	2.1	Explain how different factors relating to the individual can affect behaviour
		2.2	Describe the potential effects of the environment and the behaviour of others on individuals
3	Be able to work with individuals to recognise the impact of their behaviour on others	3.1	Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management
		3.2	Work with individuals and others to gather and review information
		3.3	Support the individual and others significant to the individual to recognise their behavioural responses to different situations
		3.4	Encourage the individual to consider the impact of their behaviour
4	Be able to enable people to develop strategies for changing behavioural responses	4.1	Work with an individual to identify and agree the factors which will motivate them to change their behaviour
		4.2	Explain to an individual the positive outcomes of changing behaviours
		4.3	Support an individual to identify situations and circumstances which trigger specific behavioural responses
		4.4	Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
		4.5	Work with the individual to identify and agree coping strategies they are willing to use
		4.6	Support an individual to develop and practise the agreed strategies and to sustain their motivation

Learning outcomes		Assessment criteria	
		4.7	Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working
		4.8	List any potential barriers to progress and ways in which these barriers can be addressed
		4.9	Describe the additional advice and support available when an individual does not engage with the process
5	Be able to evaluate and review strategies for changing behavioural responses	5.1	Conduct regular reviews
		5.2	Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
		5.3	Use the positive outcomes identified through the review process to motivate the individual
		5.4	Give constructive feedback on progress
		5.5	Encourage individuals to find ways in which to sustain their behaviour change
		5.6	Record what has and has not been achieved and identify any future work required
		5.7	Report the results of the review to all those who have a right and need to receive them

Unit 47: Implement the positive behavioural support model

Unit code: T/601/9738

QCF level 4   BTEC Specialist

Credit value: 8

Guided learning hours: 61

Unit aim

This unit is aimed at those working with individuals who have complex needs/continuing healthcare/severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the positive behavioural support model.

Forbidden combination

Learners must **not** take this unit with:

Unit 36 Promote Positive Behaviour (HSC 3045, F/601/3764)

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.

Additional information

Positive behavioural support

An approach to supporting individuals who challenge that combines the technology of applied behaviour analysis with the values base of social role valorisation and the individualised focus of person-centred planning.

Applied behaviour analysis (ABA)

A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

Social role valorisation (SRV)

Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.

Challenging behaviour may include behaviours that are:

- repetitive/obsessive

- withdrawn

- aggressive

- self-injurious

- disruptive

- anti-social or illegal

- verbally abusive.

Factors that lead to behaviour being defined as challenging may include:

- culture

- competence and capacity of settings

- social norms

- frequency, intensity and duration of the behaviour

- ability to communicate effectively.

Environmental risk factors will include features that are physical or social, such as:

- uncomfortable levels of stimulation (eg too busy, boring)

- institutional-style setting (eg block treatment, rigid routines)

- poor service organisation (eg inexperienced carers)

- inappropriate social environment (eg overly restrictive, limited choice)

- environmental pollutants (eg temperature, noise levels).

Triggers are factors that make challenging behaviours more likely to occur.

They include:

- slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.

- fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

Reinforcement strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want, while negative reinforcement works because individuals get rid of things that they don't like.

Time intensity model

The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.

Functional analysis

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

Structured methods

Measures for monitoring and recording behaviour; may include:

- ABC charts

- scatterplots

- incident forms

- behaviour-monitoring forms

- direct observation.

Primary prevention

Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.

Secondary prevention

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

Non-aversive reactive strategies are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

Social validity refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Positive interaction concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.

Levels of help

Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Active support

A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Review should take place involving the individual as much as is possible.

Post-incident support may include:

- emotional support
- time away from the setting
- first aid
- quiet time
- space
- temporary redeployment
- additional training
- personal reflection
- counselling
- opportunity to express feelings.

Positive behaviour support plan

A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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 context of the positive behavioural support model	1.1	Explain how positive behavioural support has been influenced by: applied behaviour analysis (ABA) social role valorisation (SRV)
		1.2	Summarise current legislation and policy guidance relating to positive behavioural support
2	Understand the term 'challenging behaviour'	2.1	Define the term 'challenging behaviour'
		2.2	Explain the reasons for the term challenging behaviour coming into use
		2.3	Analyse key factors that lead to a behaviour being defined as challenging
3	Understand the context in which challenging behaviour occurs	3.1	Summarise key environmental risk factors for challenging behaviours
		3.2	Explain how slow and fast triggers contribute to challenging behaviour
		3.3	Analyse the role of reinforcement in maintaining behaviour
		3.4	Explain the time intensity model
4	Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1	Describe the key components of functional analysis
		4.2	Explain the key methods of analysing behaviour
		4.3	Complete accurate records of behaviour using a structured method
		4.4	Identify environmental risk factors for an individual's challenging behaviour
		4.5	Identify possible slow and fast triggers for an individual's challenging behaviour
		4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour
		4.7	Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals

Learning outcomes		Assessment criteria	
5	Understand the key characteristics of positive behavioural support	5.1	Describe the key characteristics of positive behavioural support
		5.2	Explain the role within positive behavioural support of: • primary prevention strategies • secondary prevention strategies • non-aversive reactive strategies
		5.3	Explain the importance of social validity in the positive behavioural support model
6	Be able to implement primary prevention strategies	6.1	Summarise the key primary prevention strategies
		6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
		6.3	Explain the importance of effective communication and positive interaction in primary prevention for individuals
		6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
		6.5	Use effective communication with an individual to promote positive behaviour
		6.6	Evaluate the social validity of an agreed primary prevention strategy for an individual
7	Be able to use a person-centred approach to develop plans that promote participation	7.1	Explain how active support can help prevent challenging behaviour by improving an individual's quality of life
		7.2	Analyse the role of structure and daily planning in primary prevention for individuals
		7.3	Review an individual's daily activities to identify areas for increasing participation and choice
		7.4	Review an individual's routine to identify opportunities for increasing participation and choice

Learning outcomes		Assessment criteria	
		7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
		7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities
8	Be able to implement secondary prevention strategies	8.1	Summarise key secondary prevention strategies
		8.2	Explain when secondary prevention strategies should be used with individuals
		8.3	Identify early warning signs of behavioural agitation in an individual
		8.4	Identify possible secondary prevention strategies that may be used with an individual
		8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9	Be able to implement non-aversive reactive strategies	9.1	Explain when reactive strategies should be used with individuals
		9.2	Describe the key characteristics and types of reactive strategies
		9.3	Assess the risks in the use of reactive strategies
		9.4	Identify possible reactive strategies that may be used for an individual
		9.5	Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
		9.6	Establish an individual's preferred post-incident support
		9.7	Identify own preferred post-incident support

Learning outcomes		Assessment criteria	
10	Be able to understand and implement positive behavioural support plans	10.1	Explain the purpose and importance of positive behaviour support plans for individuals
		10.2	Identify the key components of a positive behaviour support plan for individuals
		10.3	Implement agreed procedures in an individual's positive behavioural support plan
		10.4	Contribute to the review of an individual's positive behavioural support plan

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for quality 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 5ES

Tel: 0113 390 7666

Fax: 0113 2468066

Email: sscinfo@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 (now LSIS) 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 (QCF)	BTEC Level 3 Certificate in Supporting Individuals with Learning Disabilities (QCF)	Level 3 Diploma in Health and Social Care (Adults) for England (QCF) Level 3 Diploma in Health and Social Care (Adults) for England (QCF) Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (QCF)

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

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 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 C

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 Specialist and Professional 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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