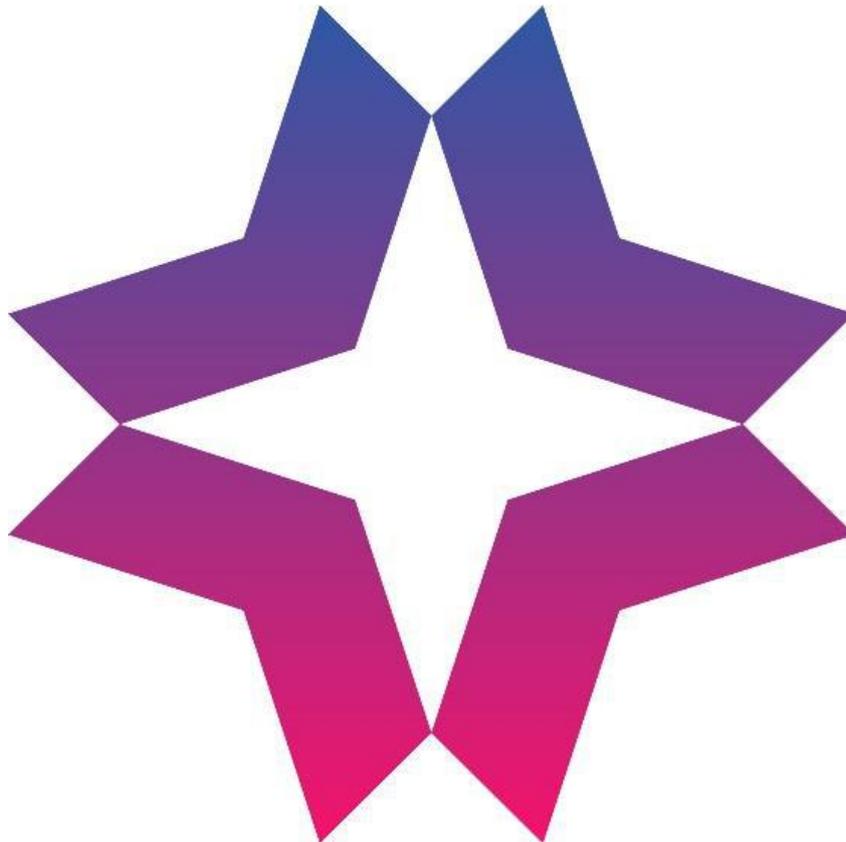


## **SPECIFICATION**

### **IAO LEVEL 3 DIPLOMA IN ADULT CARE QUALIFICATION NUMBER: 603/6744/1**



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

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

**Active Leisure**

**Health and Social Care**

**Business and Management**

**Hospitality and Catering**

**Childcare**

**IT**

**Employability**

**Logistics**

**Retail**

**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

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

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

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

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

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

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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

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## Qualification summary

**Qualification Accreditation Number (QAN)** 603/6744/1

**Qualification review date** 30.11.2023

**Guided Learning Hours (GLH)** 395

**Total Qualification Time (TQT)** 580

**RQF level** 3

**Qualification credit value** 58 credits

**Minimum credits at/above level** 43 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

### **Aims and objectives of the qualification**

This qualification develops the knowledge and skills needed when working in a senior role with adults in adult care environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and care procedures.

It develops the knowledge and skills required for working in a senior role with adults in adult care environments.

### **Entry guidance**

There are no formal entry requirements for this qualification. This qualification is suitable for those who work, or who are looking to work within the adult care sector. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles.

### **Progression opportunities**

Learners who achieve this qualification could progress into employment in a senior role in the adult care sector. Learner could also progress to further qualifications in management and leadership, either in a generic context or specific to the adult care sector.

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

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

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

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

### **Feedback**

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

### **Complaints**

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

### **Fees**

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

### **Enquiries and appeals**

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

### **Data Protection**

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

## **Equality and Diversity**

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

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

## **Reasonable Adjustment and Special Consideration**

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

## **Malpractice and Maladministration**

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

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

## **Recognition of Prior Learning (RPL)**

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

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

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

## The Regulated Qualifications Framework (RQF)

### What is the RQF?

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

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

### Qualification Level

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

### Qualification Size

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

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

## Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

## Skills for Care and Development Assessment Principles

### 1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via a partnership of four organisations: Care Council for Wales, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care (adult social care only).
- 1.2 This document sets out the minimum expected principles and approaches to assessment, and should be read alongside qualification regulatory arrangements and any specific requirements set out for particular qualifications. Additional information and guidance regarding assessment can be obtained from Awarding Organisations and from SfC&D partner organisations
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector.
- 1.4 Where Skills for Care and Development qualifications are jointly supported with Skills for Health, Skill for Health assessment principles should also be considered:  
<http://www.skillsforhealth.org.uk/images/standards/qcf/Assessment%20of%20Competence%20-%20Skills%20for%20Health%20Assessment%20Principles.pdf>
- 1.5 Throughout this document the term unit is used for simplicity, but this can mean module or any other similar term.
- 1.6 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.7 Assessors should ensure that the voices and choices of people who use services drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

### 2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.
- 2.8 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.9 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.10 Witness testimony from others, including those who use services and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.11 Assessment of knowledge based learning outcomes  
may take place in or outside of a real work environment  
must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions  
must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.12 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

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

### 3. **Quality Assurance**

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

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

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

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

### 4. **Definitions**

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

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

4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those

making assessment decisions according to the unit of skills under assessment. The Joint Awarding Body Quality Group maintains a list of assessor qualifications.

- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

## **Qualification Structure**

Learners must achieve at least 58 credits to gain this qualification. These are made of 28 credits from the mandatory and a minimum of 30 credits from the optional units.

The minimum Guided Learning Hours (GLH) for this qualification is 395 hours.

The Total Qualification Time (TQT) for this qualification is 584 hours.

## **Unit Structures**

Mandatory and optional units are listed below.

**Mandatory Units:**

Unit ref	Unit title	Level	Credit value	GLH
M/616/5040	Promote personal development in care settings	3	3	10
A/616/5042	Safeguarding and protection in care settings	2	3	26
F/616/5043	Promote health, safety and wellbeing in care settings	3	6	45
R/616/5046	Promote communication in care settings	3	3	25
D/616/5048	Responsibilities of a care worker	2	2	16
J/616/5089	Duty of care in care settings	3	1	8
A/616/5090	Promote equality and inclusion in care settings	3	2	18
J/616/5092	Promote person-centred approaches in care settings	3	6	39
H/616/5049	Promote effective handling of information in care settings	3	2	16

**Optional units:**

Unit ref	Unit title	Level	Credit value	GLH
R/616/5306	Understand the process and experience of dementia	3	3	22
F/618/5163	Test for substance misuse	3	4	30
D/616/5308	Understand sensory loss	3	3	21
J/616/5450	Understand the role of communication with individuals who have dementia	3	3	26
Y/616/5310	Understand models of disability	3	3	26
Y/618/5072	Understanding self-directed support	3	4	26
Y/618/5136	Enable rights and choices of individuals with dementia	3	5	29

K/616/5313	Support young people with a disability to make the transition into adulthood	3	5	40
M/616/5314	Support individuals through detoxification programmes	3	3	18
T/616/5315	Understand positive risk taking for individuals with disabilities	3	3	25
A/616/5316	Support families who have had a child with a disability	3	2	6
F/616/5317	Maintain the independent advocacy relationship	3	6	33
F/618/5132	Provide support for therapy sessions	2	3	16
L/616/5319	Understand how to support individuals with autistic spectrum conditions	3	3	26
M/618/5112	Promote rights and values in assistive technology in social care	3	3	17
J/616/5321	Develop and sustain effective working relationships with staff in other agencies	3	4	25
L/616/5322	Understand the role of communication and interactions with individuals who have dementia	3	3	26
J/618/5150	Support parents with disabilities	3	6	43
Y/616/5324	Support the assessment of individuals with sensory loss	3	3	20
A/618/5081	Increase awareness about drugs, alcohol or other substances	3	7	42
H/616/5326	Help individuals address their substance misuse through an action plan	3	4	28
K/616/5327	Understand stroke care management	3	4	36
K/616/5330	Provide support services to those affected by someone else's substance use	3	4	24
J/618/5147	Diabetes awareness	3	7	46
M/618/5160	Responding to the advocacy needs of different groups of people	3	4	21
K/618/5044	End of life and dementia care	3	3	30
T/618/5113	Providing independent advocacy support	4	6	35
R/616/5340	Support families in maintaining relationships in their wider social structures	3	4	33

T/618/5130	Stroke awareness	2	4	28
D/618/5140	Principles of supporting young people with a disability to make the transition into adulthood	3	4	23
K/616/5344	Understand and enable interaction and communication with individuals who have dementia	3	4	25
L/618/5148	Equality, diversity and inclusion in dementia care practice	3	4	31
H/618/5110	Support individuals with dementia to eat and drink	3	3	16
A/616/5347	Work with other professionals and agencies to support individuals with physical disabilities	3	3	23
H/618/5141	Assist with the transfer of individuals who misuse substances between agencies and services	3	3	20
F/618/5048	Support communication with individuals with sensory loss	3	4	8
F/616/5351	Support individuals with self-directed support	3	5	35
A/618/5145	Support individuals with multiple conditions and/or disabilities	3	5	27
R/616/5354	Provide support for individuals within a shared lives arrangement	3	5	35
Y/616/5355	Support the promotion of awareness of sensory loss	3	1	6
K/618/5089	Understand how to support individuals during the last days of life	3	5	32
K/618/5142	Supply and exchange injecting equipment for individuals	3	3	18
R/618/5149	Supporting individuals to deal with personal relationship problems	3	5	26
K/616/5361	Installation, maintenance and removal of assistive technology in adult care	3	2	15
T/616/5363	Support individuals with autistic spectrum conditions	3	4	33
A/616/5171	Interact with and support individuals using telecommunications	3	5	36
L/616/5367	Understand the administration of medication to individuals with dementia using a person-centred approach	3	2	15
A/618/5159	Understand Parkinson's for adult care staff	3	3	30
K/616/5246	Undertake agreed pressure area care	2	4	30

Y/616/5288	Undertake physiological measurements	3	3	23
M/618/5143	First aid essentials	2	4	21
T/618/5161	Facilitate person centred assessment, planning, implementation and review	3	6	45
J/618/5116	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	5	30
F/618/5051	Understand the effects of ageing in activity provision	3	2	17
Y/616/5386	Understand how to provide support in end of life care	3	4	33
A/618/5162	Principles of supporting an individual to maintain personal hygiene	2	2	15
K/618/5092	Support individuals in their relationships	3	4	27
M/616/5393	Support individuals with a learning disability to access healthcare	3	3	25
J/618/5052	Assess the needs of carers and families	3	4	40
F/616/5396	The purpose and principles of independent advocacy	3	4	25
T/616/5458	Support use of medication in social care settings	3	5	40
Y/618/5265	Prepare environments and resources for use during healthcare activities	2	3	17
T/616/5475	Support individuals to maintain personal hygiene	2	2	17
T/618/5063	Support individuals who are substance users	3	7	42
F/616/5401	Theories of relationships and social networks	4	3	29
J/616/5402	Carrying out comprehensive substance misuse assessment	3	5	30
L/616/5403	Enable individuals to negotiate different environments	3	3	20
Y/616/5405	Contribute to raising awareness of health issues	3	4	26
F/618/5096	Prepare to support individuals within a shared lives arrangement	3	5	31
K/616/5408	Facilitate active support	3	5	36
H/616/5410	Support individuals in the use of assistive technology	4	4	32

T/618/5144	Contribute to effective team working in adult care settings	3	4	25
T/616/5413	Support individuals to stay safe from harm or abuse	3	4	27
J/618/5066	Supporting infection prevention and control in social care	3	3	20
J/616/5416	Promote nutrition and hydration in health and social care settings	3	6	34
F/618/5146	Understand the factors affecting older people	3	3	17
L/616/5479	Introduction to personalisation in social care	3	3	22

**Mandatory units:**

<b>Title:</b>	<b>M/616/5040 Promote personal development in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant <b>standards</b> 1.3 Describe how to work effectively with <b>others</b>
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Reflect on practice to improve the quality of the service provided 2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify <b>sources of support</b> for planning and reviewing own development 4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Work with others to agree own <b>personal development plan</b>
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Explain how reflective practice has led to improved ways of working

	<p>5.3 Explain why <b>continuing professional development</b> is important</p> <p>5.4 Record progress in relation to personal development</p>
<p><b>Additional information about this unit</b></p> <p><b>Care settings</b> eg. Adult, children and young people’s health settings and adult care settings</p> <p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum standards</li> <li>• National occupational standards</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other colleagues</li> <li>• Those who use or commission their own health or social care services</li> <li>• Families, carers and advocates</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Continuing Professional Development (CPD)</b>          Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply</p>	
<b>Unit aim(s)</b>	<p>This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>

**Details of the relationship of the unit and relevant national occupational standards**

SCDHSC0033 Develop your practice through reflection and learning  
GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness  
GEN13 Synthesise new knowledge into the development of your own practice

<b>Title:</b>	<b>A/616/5042 Safeguarding and protection in care settings</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• <b>domestic abuse</b></li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial/material abuse</li> <li>• modern slavery</li> <li>• discriminatory abuse</li> <li>• institutional/organisational abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul> 1.4 Describe harm 1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• domestic abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial/material abuse</li> <li>• modern slavery</li> <li>• discriminatory abuse</li> <li>• institutional/organisational abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul> 2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse
3. Know how to respond to suspected or alleged abuse	3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused

	<p>3.2 Explain the actions to take if an individual alleges that they are being abused</p> <p>3.3 Identify ways to ensure that evidence of abuse is preserved</p>
4. Understand the national and local context of safeguarding and protection from abuse	<p>4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse</p> <p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect</p> <p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle blowing</b></p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise</p>
5. Understand ways to reduce the likelihood of abuse	<p>5.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>• working with <b>person centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety</li> </ul> <p>5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p> <p>5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention</p>
6. Know how to recognise and report unsafe practices	<p>6.1 Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals</p> <p>6.2 Explain the actions to take if unsafe practices have been identified</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
7. Understand principles for online safety	<p>7.1 Describe the potential risks presented by:</p>

	<ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul> <p>7.2 Explain ways of reducing the risks presented by each of these types of activity</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices</p>
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### **Additional information about this unit**

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

**Domestic abuse** should include acts of control and coercion

**Factors** may include:

- a setting or situation
- the individual

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

The **actions** to take constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual’s personal network
- the learner
- the learner’s line manager
- others

**Local systems** may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

### **Whistle blowing**

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

**Person centred values** include:

- Individuality
- Rights

- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

**Unsafe practices** may include

- Poor working practices
- Resource difficulties
- Operational difficulties

**Well-being** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

<b>Unit aim(s)</b>	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.

**Details of the relationship of the unit and relevant national occupational standards**

SCDHSC0024 Support the safeguarding of individuals  
SCDHSC0035 Promote the safeguarding of individuals

<b>Title:</b>	<b>F/616/5043 Promote health, safety and wellbeing in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a <b>care setting</b> 1.2 Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer 1.3 Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• Self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work setting</b></li> </ul> 1.4 Identify specific <b>tasks</b> in the work setting that should not be carried out without special training
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety 2.2 Support others' understanding of health and safety and follow agreed safe practices 2.3 Monitor potential health and safety risks 2.4 Use risk assessment in relation to health and safety 2.5 Minimise potential risks and hazards 2.6 Access additional support or information relating to health and safety
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting 3.2 Explain procedures to be followed if an accident or sudden illness should occur
4. Be able to reduce the spread of infection	4.1 Explain own role in supporting others to follow practices that reduce the spread of infection 4.2 Describe the causes and spread of infection

	<p>4.3 Demonstrate the use of <b>Personal Protective Equipment (PPE)</b></p> <p>4.4 Wash hands using the recommended method</p> <p>4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work</p>
5. Be able to move and handle equipment and other objects safely	<p>5.1 Explain the main points of legislation that relate to moving and handling</p> <p>5.2 Explain the principles for safe moving and handling</p> <p>5.3 Move and handle equipment and other objects safely</p>
6. Be able to handle hazardous substances and materials	<p>6.1 Describe types of hazardous substances that may be found in the work setting</p> <p>6.2 Use safe practices when:           <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul> </p>
7. Be able to promote fire safety in the work setting	<p>7.1 Describe practices that prevent fires from:           <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul> </p> <p>7.2 Demonstrate measures that prevent fires from starting</p> <p>7.3 Explain emergency procedures to be followed in the event of a fire in the work setting</p> <p>7.4 Ensure clear evacuation routes are maintained at all times</p>
8. Be able to implement security measures in the work setting	<p>8.1 Follow agreed procedures for checking the identity of anyone requesting access to:           <ul style="list-style-type: none"> <li>• premises</li> <li>• information</li> </ul> </p> <p>8.2 Use measures to protect own security and the security of others in the work setting</p> <p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>
9. Know how to manage <b>stress</b>	<p>9.1 Describe common signs and indicators of <b>stress</b> in self and others</p> <p>9.2 Analyse factors that can trigger stress</p> <p>9.4 Compare strategies for managing stress in self and others</p>

	9.4 Explain how to access <b>sources of support</b>
<p><b>Additional information about this unit</b></p> <p><b>Care settings</b> may include health, adult care or children and young people’s settings</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other colleagues</li> <li>• Those who use or commission their own health or social care services</li> <li>• Families, carers and advocates</li> </ul> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role</p> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• Use of equipment</li> <li>• First aid</li> <li>• Medication</li> <li>• Health care procedures</li> <li>• Food handling and preparation</li> </ul> <p><b>Use of Personal Protective Equipment (PPE)</b></p> <p>The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.</p> <p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul>	

<b>Unit aim(s)</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0032 Promote health, safety and security in the work setting Infection Prevention and Control NOS: IPC2, IPC4, IPC6

<b>Title:</b>	<b>R/616/5046 Promote communication in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>work setting</b> 1.3 Explain ways to manage challenging situations
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 <b>preferences of individuals</b> in order to maximise the quality of the interaction 2.2 Describe the factors to consider when promoting effective communication 2.3 Demonstrate a range of <b>communication methods</b> 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 how to use strategies that can be used to clarify misunderstandings 3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours

	<p>3.6 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively</p> <p>3.7 Explain the purposes and principles of independent advocacy</p> <p>3.8 Explain when to involve an advocate and how to access advocacy services</p>
<p>4. Be able to apply principles and practices relating to confidentiality</p>	<p>4.1 Explain the meaning of the term confidentiality</p> <p>4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication</p> <p>4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns</p>
<p><b>Additional Information on this unit</b></p> <p><b>Care settings</b> eg. Adult, children and young people's health settings and adult care settings</p> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p> <p><b>Communication methods</b> may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication</li> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour</li> <li>• sign language</li> <li>• braille</li> <li>• pictorial information</li> <li>• verbal communication</li> <li>• vocabulary</li> <li>• linguistic tone</li> <li>• pitch</li> </ul> <p><b>technological aids</b></p> <p><b>Services</b> may include:</p>	

<ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services</li> </ul>	
<b>Unit aim(s)</b>	This unit is aimed at those who work in care settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0031 Promote effective communication

<b>Title:</b>	<b>D/616/5048 Responsibilities of a care worker</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in <b>care settings</b>
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of <b>agreed ways of working</b> 2.3 Work in line with agreed ways of working 2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with <b>others</b> 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>
<b>Additional information about this unit</b>	
<b>Care settings</b> eg. Adult, children and young people's health settings and adult care settings	
<b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers	
<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.	
<b>Others</b> may include: <ul style="list-style-type: none"> <li>• Team members and colleagues</li> <li>• Other professionals</li> <li>• Individual people who require care or support</li> </ul>	

<ul style="list-style-type: none"> <li>Families, friends, advocates or others who are important to individual people</li> </ul>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>This unit links to SCDHSC0023 Develop your own knowledge and practice and SCDHSC0024 Support the safeguarding of individuals.</p>

<b>Title:</b>	<b>J/616/5089 Duty of care in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>8</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care relates to duty of candour 1.3 Explain how duty of care contributes to the safeguarding or protection of <b>individuals</b>
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain <b>policies and procedures</b> relating to the handling of complaints
<b>Additional information about this unit</b>	
<p><b>Care settings</b> eg. Adult, children and young people's health settings and adult care settings</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures</p>	
<b>Unit aim(s)</b>	This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC0023 Develop your own knowledge and practice SCDHSC0024 Support the safeguarding of individuals SCDHSC0227 Contribute to working in partnership with carers SCDHSC0034 Promote the safeguarding of children and young people SCDHSC0035 Promote the safeguarding of individuals

<b>Title:</b>	<b>A/616/5090 Promote equality and inclusion in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• discrimination</li> </ul> 1.2 Describe the <b>effects</b> of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Work with <b>individuals</b> in a way that respects their beliefs, culture, values and <b>preferences</b>
3. Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice 3.2 Support <b>others</b> to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change
<b>Additional information about this unit</b> <b>Care settings</b> eg. Adult, children and young people’s health settings and adult care settings  <b>Effects</b> may include effects on: <ul style="list-style-type: none"> <li>• The individual</li> <li>• Families or friends of the individual</li> <li>• Those who inflict discrimination</li> <li>• Wider society</li> </ul> <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. <b>Preferences</b> may be based on: <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Values</li> </ul>	

<ul style="list-style-type: none"> <li>• Culture</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other colleagues</li> <li>• Those who use or commission their own health or social care services</li> <li>• Families, carers and advocates</li> </ul>	
<b>Unit aim(s)</b>	This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC3111 Promote the rights and diversity of individuals

<b>Title:</b>	<b>J/616/5092 Promote person-centred approaches in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>39</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to promote the application of person-centred approaches in care settings	1.1 Explain how and why <b>person-centred values</b> must influence all aspects of health and adult care work 1.2 Evaluate the use of <b>care plans</b> in applying person-centred values 1.3 Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities
2. Be able to work in a person-centred way	2.1 Work with an <b>individual</b> and <b>others</b> to find out the individual's history, <b>preferences</b> , wishes and needs 2.2 Demonstrate ways to put person centred values into practice in a <b>complex or sensitive</b> situation 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences
3. Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express <b>consent</b> 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Be able to implement and promote active participation	4.1 Describe different ways of applying active participation to meet individual needs 4.2 Work with an individual and others to agree how active participation will be implemented 4.3 Demonstrate how active participation can address the holistic needs of an individual

	4.4 Demonstrate ways to promote understanding and use of active participation
5. Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices 5.2 Use own role and authority to support the individual's right to make choices 5.3 Manage risk in a way that maintains the individual's right to make choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
6. Be able to promote individuals' well-being	6.1 Explain the links between identity, self-image and self-esteem 6.2 Analyse factors that contribute to the well-being of individuals 6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Demonstrate ways to contribute to an environment that promotes well-being
7. Understand the role of risk-assessment in enabling a person-centred approach	7.1 Compare different uses of risk-assessment in care settings 7.2 Explain how risk-taking and risk-assessment relate to rights and responsibilities 7.3 Explain why risk-assessments need to be regularly revised
<b>Additional information about this unit</b>  <b>Care settings</b> eg. Adult, children and young people's health settings and adult care settings  <b>Person-centred values</b> include: <ul style="list-style-type: none"> <li>• Care</li> <li>• Respect</li> <li>• Partnership</li> <li>• Dignity</li> <li>• Compassion</li> <li>• Independence</li> <li>• Courage</li> <li>• Privacy</li> <li>• Communication</li> <li>• Choice</li> <li>• Competence</li> <li>• Rights</li> <li>• Individuality</li> </ul>	

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

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

**Others** may include:

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

**Preferences** may be based on:

- Beliefs
- Values
- culture

**Complex or sensitive** situations may include those that are:

- distressing or traumatic
- threatening or frightening
- likely to have serious implications or consequences of a personal nature
- involving complex communication or cognitive needs

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent

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

**Well-being** may include aspects that are:

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

**Unit aim(s)**

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

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDHSC0035 Promote the safeguarding of individuals</p> <p>SCDHSC0332 Promote individuals' positive self-esteem and sense of identity</p> <p>SCDHSC0350 Support the spiritual well-being of individuals</p> <p>SCDHSC0034 Promote the safeguarding of children and young people</p> <p>SCDHSC3111 Promote the rights and diversity of individuals</p> <p>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.</p>

<b>Title:</b>	<b>H/616/5049 Promote effective handling of information in care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in <b>care settings</b> 1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security 2.2 Demonstrate practices that ensure security when storing and accessing information 2.3 Maintain records that are up to date, complete, accurate and legible 2.4 Support audit processes in line with own role and responsibilities
3. Be able to support others to handle information	3.1 Support <b>others</b> to understand the need for secure handling of information 3.2 Support others to understand and contribute to records
<b>Additional information about this unit</b>	
<b>Care settings</b> eg. Adult, children and young people's health settings and adult care settings	
<b>Others</b> may include:	
<ul style="list-style-type: none"> <li>• Team members</li> <li>• Colleagues</li> <li>• Individuals accessing or commissioning care or support</li> <li>• Families, carers or advocates</li> </ul>	
<b>Unit aim(s)</b>	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in line with the relevant

<b>Details of the relationship of the unit and relevant national occupational standards</b>	SCDHSC31
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## Optional Units

<b>Title:</b>	<b>K/616/5361 Installation, maintenance and removal of assistive technology in social care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the implications for individuals and others of assistive technology installation	1.1 Explain the impact of installing assistive technology on: <ul style="list-style-type: none"> <li>• an <b>individual</b></li> <li>• <b>others</b></li> </ul> 1.2 Explain policies and procedures for safety in relation to assistive technology when working in an individual's own home
2. Install assistive technology	2.1 Support an individual and carers to understand the purpose of installing assistive technology 2.2 Work in partnership with an individual and others to ascertain location for assistive technology devices 2.3 Complete safety and operational checks for assistive technology and any linked services 2.4 Carry out installation of assistive technology with regard to the individual's needs and choices 2.5 Ensure operability of assistive technology 2.6 Support an individual and others to understand instructions on safe use 2.7 Discuss service agreements with an individual and others
3. Support an individual and others to maintain assistive technology	3.1 Provide an individual and others with information on the maintenance of assistive technology 3.2 Ensure an individual and others are aware of support available if assistive technology becomes inoperable

<p>4. Support an individual and others to remove assistive technology</p>	<p>4.1 Provide information to an individual and others on removal and disposal of assistive technology after use</p> <p>4.2 Support an individual and others to carry out removal of assistive technology in accordance with <b>agreed ways of working</b></p>
<p><b>Additional information about this unit</b></p> <p>This unit refers to remotely or virtually operated assistive technology</p> <p>An <b>individual</b> is someone requiring care or support</p> <ul style="list-style-type: none"> <li>• Policies and procedures for safety including:</li> <li>• Safeguarding</li> <li>• Infection prevention</li> <li>• Fire risk</li> <li>• Risk Assessment</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• team members</li> <li>• carers</li> <li>• families</li> <li>• other professionals</li> </ul> <p>Support available if assistive technology becomes inoperable including:</p> <ul style="list-style-type: none"> <li>• Procedure</li> <li>• Contact details</li> <li>• Associated cost</li> </ul> <p><b>Agreed ways of working</b> may include organisational practices, policies and procedures where they exist</p>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the installation, maintenance and removal of assistive technology.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, must be assessed in the work setting.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>Y/618/5072 Understanding self-directed support</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand self-directed support	1.1 Explain the principles underpinning self-directed support 1.2 Explain the legislation and policies underpinning self-directed support 1.3 Explain the benefits to an individual of self-directed support 1.4 Define: <ul style="list-style-type: none"> <li>• indicative allocation / budget</li> <li>• supported self-assessment</li> <li>• support plan</li> <li>• outcome focused review</li> </ul> 1.5 Explain barriers to self-directed support
2. Understand how to enable an individual to direct their own support	2.1 Explain how a person-centred approach enables individuals to develop themselves to meet their own identified goals 2.2 Explain how person-centred planning informs individual support plans 2.3 Explain how individuals can be supported to develop their own support plans 2.4 Identify others who assist in developing support plans 2.5 Explain how individuals can direct their own support if: <ul style="list-style-type: none"> <li>• they do not have a personal budget</li> <li>• they do have a personal budget</li> </ul>
3. Understand the different ways that people can use their personal budget	3.1 Explain the ways individuals can use their personal budget to buy support 3.2 Identify innovative ways that individuals can spend their personal budget other than buying social care services 3.3 Explain the restrictions which may be imposed on personal budgets

	<p>3.4 Describe the criteria used to sign off a support plan</p> <p>3.5 Describe person-centred approaches to risk that ensures that individuals have what is important to them whilst staying healthy and safe</p>
4. Understand the outcome focused review process	<p>4.1 Explain the process of an outcome focused review</p> <p>4.2 Explain how to support someone to prepare for their outcome focused review</p>
<p><b>Additional information about this unit</b></p> <p><b>Self-directed support</b> – puts the person in need of support in control of that support</p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Policy or guidance</b> – refers to any current policies and guidance around this area. These could be local to you area/service or national legislation</p> <p><b>Person-centred approach</b> refers to a range of practical tools that form the basis of person-centred planning.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage</li> </ul>	
<b>Unit aim(s)</b>	The unit provides the knowledge and understanding required to support an individual to direct their own support.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.</p> <p>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.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/618/5136 Enable rights and choices of individuals with dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation and agreed ways of working with individuals with dementia	1.1 Identify legislation that relates to the rights and choices of individuals with dementia 1.2 Explain agreed ways of working that relate to rights and choices of an individual with dementia
2. Support the rights and choices of individuals with dementia	2.1 Explain how to support an individual with dementia to exercise their rights in the planning and delivery of their care 2.2 Demonstrate how to gain consent from an individual with dementia 2.3 Support an individual with dementia when planning and delivering care: <ul style="list-style-type: none"> <li>• according to their best interests</li> <li>• to promote their rights and choices</li> </ul> 2.4 Demonstrate ways to adjust the physical environment to support individuals with dementia 2.5 Explain how social aspects of an environment can support individuals with dementia
3. Involve carers and others in supporting individuals with dementia	3.1 Work with carers and others in planning support that is in the best interest of an individual with dementia 3.2 Explain how conflicts of interest can be addressed when working with individuals with dementia
4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1 Show how to implement a care plan whilst promoting an individual's rights and choices 4.2 Provide support to an individual with dementia whilst respecting their privacy and dignity

	4.3 Explain how to support individuals with dementia to comment or complain on the care that they receive
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	This unit is about the learner's knowledge, understanding and skills for supporting the rights and choices of an individual with dementia
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles. Assessment criteria 2.2,3,4. 3.1. 4.1,2. must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	K/616/5344 M/616/5345

<b>Title:</b>	<b>F/618/5096 Prepare to support individuals within a shared lives arrangement</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>31</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how <b>shared lives arrangements</b> 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 <b>key people and self</b> 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
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

<p>4. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement</p>	<p>4.1 Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement</p> <p>4.2 Investigate ways to fill gaps in own knowledge, understanding and skills</p>
<p><b>Additional information about this unit</b>  <b>Shared lives arrangements</b> may include:</p> <ul style="list-style-type: none"> <li>• Long term accommodation support</li> <li>• Short breaks/Respite</li> <li>• Day time support/Night time support</li> <li>• Kinship support</li> <li>• Adult placement</li> </ul> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• Those who share the individuals home</li> <li>• Members of the individuals extended family</li> <li>• The individuals' social networks</li> <li>• Others who may be involved in the shared lives arrangement</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>J/618/5066 Supporting infection prevention and control in social care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand infection prevention and control policies and guidelines	1.1 Explain how infection prevention policies and guidelines can be applied in own <b>work setting</b> 1.2 Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a work setting
2. Be able to support infection prevention and control practices in the work setting	2.1 Minimise risk of infection to self and <b>others</b> in the work setting 2.2 Support individuals to take steps to minimise spread of infection 2.3 Carry out hand hygiene following work setting policies and guidelines 2.4 Support others to understand their responsibilities for infection prevention and control in the work setting 2.5 Provide guidance to others about infection prevention and control practices in work setting 2.6 Explain the functions of <b>external bodies</b> in supporting infection prevention and control in the work setting 2.7 Maintain own understanding of information to support effective infection prevention and control practice
3. Be able to minimise the risk and spread of infection when using equipment	3.1 Ensure equipment is stored and maintained in ways that minimise the spread of infection 3.2 Use agreed cleaning schedules for equipment in own work setting 3.3 Explain why particular <b>devices</b> need special handling to minimise the spread of infection

<p>4. Understand how to respond to outbreaks of infection in the work setting</p>	<p>4.1 Explain how to work with others to identify infection outbreaks in own work setting</p> <p>4.2 Explain how to work with others to implement policies and procedures following an infection outbreak</p> <p>4.3 Describe how to provide information about outbreaks of infection in accessible formats to individuals and others</p> <p>4.4 Describe ways to ensure that care for the individual is provided in the most <b>appropriate place</b></p> <p>4.5 Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents</p>
<p>5. Be able to follow correct recording and reporting procedures regarding infection prevention and control</p>	<p>5.1 Describe the process for sharing information about infections and suspected infections within own work setting</p> <p>5.2 Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting</p> <p>5.3 Complete records for infection prevention and control in line with policies and guidelines</p>

**Additional information about this unit**

Range of **work settings** may include:

- Individuals own home
- Community environments
- Hospitals
- Residential care homes
- Nursing homes

**Others** may include:

- People who use services
- Care or support staff
- Colleague
- Manager
- Non direct care or support staff
- Carers
- Families
- Visitors
- Contractors

- Volunteers
- Other professionals

**External bodies** may include:

- Health Protection Units
- Health Protection Agency
- GPs
- Local authorities
- Regulators – for example CQC
- Primary Care Trusts
- Hospitals
- Other healthcare providers- CCG

**Devices** may include:

- Urinary catheters
- Intravenous lines
- PEG feeding tubes
- Glucose monitoring devices
- Stoma bags
- Colostomy bags

**Appropriate place** must be the right place for the individual and the others around them. The best place is not always a hospital environment and the decision must be made by a multidisciplinary team. A place of isolation could be in hospital but it could also be an individual's own home or room within a residential environment.

<b>Unit aim(s)</b>	The purpose of this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in social care.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/616/5344 Understand and enable interaction and communication with individuals who have dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the factors that can affect communication for individuals with dementia	1.1 Explain how different forms of dementia may affect the way an individual communicates 1.2 Explain why physical and psychological health factors should be considered when communicating with an individual who has dementia 1.3 Describe how to support the communication abilities of individuals with dementia who have sensory impairment 1.4 Describe the impact the behaviours of carers and others may have on an individual with dementia
2. Be able to communicate with individuals with dementia using verbal and non-verbal techniques	2.1 Use the individual with dementia's preferred method of communication 2.2 Use observation of behaviour to interpret the needs of an individual with dementia 2.3 Describe ways of responding to the behaviour of an individual with dementia, taking into account the abilities of individuals, <b>carers</b> and <b>others</b>
3. Be able to communicate with individuals with dementia when planning care	3.1 Contribute to the development of a care plan for an individual with dementia showing how their communication styles, abilities and needs contribute to the plan 3.2 Implement a care plan using an individual's preferred methods of communication 3.3 Review a care plan

4. Be able to use positive approaches with individuals with dementia	4.1 Explain the positive approaches and validation model for working with an individual with dementia 4.2 Use the positive approaches and validation model when working with an individual who has dementia 4.3 Use the physical environment to support positive interactions with individuals with dementia 4.4 Use the <b>social environment</b> to support positive interactions with individuals with dementia 4.5 Use reminiscence techniques with an individual with dementia
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**Additional information about this unit**

**Carers** e.g.

- Partner
- Family
- Friends
- Neighbours

**Others** e.g.

- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

**Social environment** can provide interactions which create stimulation and enjoyment e.g.

- Opportunities to meet with family and friends
- Able to talk about early life, past career, good memories
- Engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
- Engagement with activities e.g. reminiscence, listening to favourite music,

- Continuing social routines, e.g. going to the hairdressers, out for coffee etc.

**Different forms of Dementia:**

Explore frontal lobe, temporal lobe, Lewy-Body, CJD, Vascular etc.

<b>Unit aim(s)</b>	This unit is for people working with individuals with dementia using positive interactions and communication skills
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/616/5171 Interact with and support individuals using telecommunications</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>36</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 Describe the legal and local requirements and policies relevant to the functions being carried out 1.2 Explain the rights of the individual being supported using telecommunications
2. Be able to use telecommunication technology	2.1 Use different types of telecommunication technology 2.2 Explain how interactions may differ depending on the type of telecommunication technology used 2.3 Respond to individuals according to organisational policies 2.4 Record details of interactions in the appropriate system
3. Be able to engage with individuals using telecommunications	3.1 Engage with the individual without face to face interaction including: <ul style="list-style-type: none"> <li>• providing opportunities to sustain the interaction</li> <li>• providing reassurance of continued interest</li> <li>• encouraging individuals to share their concerns</li> <li>• responding to the individual's immediate requirements at each stage during the interaction</li> <li>• recognising where anonymity may encourage them to respond</li> </ul> 3.2 Provide information about the service and confirm its appropriateness to the individual 3.3 Identify the significance of the circumstances the individual is in

	<p>3.4 Encourage callers to provide additional information about their situation or requirements</p> <p>3.5 Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service</p> <p>3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out</p>
<p>4. Be able to identify and evaluate any risks or dangers for individuals during the interaction</p>	<p>4.1 Identify the types of risks or dangers different individuals might face.</p> <p>4.2 Evaluate the implications of any risk or dangers facing an individual, including:</p> <ul style="list-style-type: none"> <li>• the circumstances in which the interaction is being made</li> <li>• the types of problems which could occur</li> <li>• the significance of any signs of increased stress during interactions</li> <li>• whether there are any constraints on individuals</li> <li>• the appropriate action to deal with any risks, dangers or problems</li> </ul>
<p>5. Be able to terminate the interaction</p>	<p>5.1 Demonstrate how to end interactions including:</p> <ul style="list-style-type: none"> <li>• identifying when to close the interaction</li> <li>• providing clear information to the individual on the reasons for ending the interaction</li> <li>• operating to the guidelines and procedures of the organisation</li> <li>• explaining what further action may be taken</li> </ul> <p>5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction</p> <p>5.3 Record and check the individual's demographic details</p> <p>5.4 Identify why recording and checking details might be required before ending/transferring the call</p>
<p><b>Additional information about this unit</b>          N/A</p>	

<b>Unit aim(s)</b>	This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4 and 5 are assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit links to GEN21.

<b>Title:</b>	<b>M/618/5143 First aid essentials</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the remit of a first aider	1.1 Identify the role and responsibilities of a first aider 1.2 Identify how to minimise the risk of infection to self and others 1.3 Identify the need for establishing consent to provide first aid 1.4 Identify the first aid equipment that should be available 1.5 Describe the safe use of first aid equipment
2. Be able to assess an incident	2.1 Conduct a scene survey 2.2 Conduct a primary survey of a casualty 2.3 Explain when to call for help
3. Be able to manage an unresponsive casualty who is breathing normally	3.1 Assess a casualty's level of consciousness 3.2 Open a casualty's airway and check breathing 3.3 Identify when to place an unconscious casualty into the recovery position 3.4 Place an unresponsive casualty in the recovery position 3.5 Manage a casualty who is in seizure
4. Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation 4.2 Demonstrate Cardio Pulmonary Resuscitation using a mannequin 4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children
5. Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a: <ul style="list-style-type: none"> <li>• Partially blocked airway</li> <li>• Completely blocked airway</li> </ul> 5.2 Administer first aid to a casualty who is choking

6. Be able to manage a casualty with external bleeding	6.1 Identify the types of external bleeding 6.2 Control external bleeding
7. Be able to manage a casualty who is in shock	7.1 Recognise shock 7.2 Administer first aid to a casualty who is in shock
8. Be able to manage a casualty with a minor injury	8.1 Administer first aid to a casualty with small cuts, grazes and bruises 8.2 Administer first aid to a casualty with minor burns and scalds 8.3 Administer first aid to a casualty with small splinters
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	The purpose of this unit is to assess the knowledge, understanding and skills required to deal with the range of emergencies requiring first aid in the workplace.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/616/5306 Understand the process and experience of dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the neurology of dementia	1.1 Describe a range of causes of <b>dementia syndrome</b> 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia 1.3 Explain the way that <b>individuals</b> 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: <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family and friends</li> </ul>
3. Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person-centred and a non-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 <b>carers</b>
<p><b>Additional information about this unit</b></p> <p><b>Dementia syndrome:</b> Dementia caused by a combination of conditions, sometimes called a mixed dementia</p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Carers e.g.</b></p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul>	
<b>Unit aim(s)</b>	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/618/5116 Carry out initial assessments to identify and prioritise the needs of substance misusers</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislation, policies and practice applicable when working with substance misusers	1.1 Explain the legislation underpinning service delivery when working with substance misusers 1.2 Explain the policies and practices underpinning service delivery when working with substance misusers 1.3 Explain the terminology used by substance misusers
2. Understand the substances available and their effects	2.1 Identify the substances available 2.2 Describe the effects of the available substances 2.3 Describe indicators of substance misuse. 2.4 Explain how to keep knowledge current in relation to substances used
3. Be able to evaluate individuals' substance misuse	3.1 Explain the importance of carrying out prompt assessment of individuals substance use 3.2 Obtain information relating to drug use from the individual and <b>others</b> 3.3 Carry out the assessment of the individual following <b>agreed ways of working</b> 3.4 Assess the risk to the individual and others resulting from their substance misuse 3.5 Record details of the assessment
4. Be able to identify appropriate interventions	4.1 Explain available interventions to the individual 4.2 Agree a course of action with the individual according to the type of intervention required.

	<p>4.3 Explain how to achieve a balance between the interests of the individual, any identified risks and a duty of care.</p> <p>4.4 Justify the choice of intervention according to locally agreed criteria.</p> <p>4.5 Explain how to ensure consistency of approach with other members of the substance misuse team</p>
5. Be able to make referrals to substance misuse services	<p>5.1 Explain the importance of referring individuals to the appropriate service with the required degree of urgency.</p> <p>5.2 Plan arrangements for the referral with the individual</p> <p>5.3 Facilitate the individual's contact with the service.</p> <p>5.4 Make referrals and share information with services in line with local protocols</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• The referring agency</li> <li>• Families and Carers</li> <li>• Advocates</li> <li>• Supervisor, line manager or employer</li> <li>• Other professionals</li> </ul> <p><b>Agreed ways of working:</b> Will include policies and procedures where these apply</p>	
<b>Unit aim(s)</b>	The purpose of this unit is to assess the learner's knowledge, understanding and skills in relation to the initial assessment of an individual's substance use. This initial assessment can then lead to referral to other services for appropriate interventions to be implemented.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/618/5141 Assist with the transfer of individuals who misuse substances between agencies and services</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how legislation and organisational policies underpin the transfer of individuals between agencies and service	1.1 Describe legislation that impacts on arrangements for referring or transferring individuals between services 1.2 Explain how organisational policies influence transfer arrangements
2. Apply agency and service procedures when preparing people for transfer	2.1 Obtain and utilise the necessary information about transfer arrangements 2.2 Prepare an individual for transfer in accordance with agency and service procedures 2.3 Support individuals and relevant people to seek information and express their views during the process of preparing for a transfer 2.3 Describe the roles and responsibilities of those involved in the transfer 2.4 Identify the agencies requirements for support and monitoring of individuals 2.5 Complete transfer records, following agreed ways of working 2.6 Plan arrangements necessary to monitor and review the individual's adjustment to change
3. Be able to liaise with individuals and the agencies and services they are being transferred to	3.1 Explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved 3.2 Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it

	<p>3.3 Provide support to individuals where they may be distressed, anxious or angry</p> <p>3.4 Adapt communication to meet the needs of individuals and the requirements of different agencies</p>
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	This unit is aimed at those who make arrangements to transfer individuals between agencies and services; it includes circumstances where someone may be referred either into or out of a service as well as circumstances where someone is referred within an agency.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit relates directly to the Skills for Health/DANOS national occupational standard: AG3 Assist with the transfer of individuals between agencies and services The Unit also appears in the Health and Social Care Standards HSC386.

<b>Title:</b>	<b>K/616/5408 Facilitate active support</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>36</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how <b>active support facilitates person-centred</b> practical action with an <b>individual</b>	1.1 Compare the characteristics of active support with the <b>hotel model</b> in relation to an individual's support 1.2 Describe practical changes that could be made within a service setting to: <ul style="list-style-type: none"> <li>• promote an individual's independence</li> <li>• support informed choices</li> </ul>
2. Interact with individuals to promote participation	2.1 Assess the <b>levels of help</b> an individual would need to participate in new activities 2.2 Use <b>task analysis</b> to break a range of new activities into manageable steps for an individual 2.3 Evaluate different ways of <b>positively reinforcing</b> an individual's participation in new activities 2.4 Demonstrate <b>positive interaction</b> with an individual to promote successful participation in new activities
3. Develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and <b>others</b> to ensure a <b>valued range of activities</b> are available 3.2 Support the implementation of daily plans that promote an individual's participation in activities 3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation
4. 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

	<p>4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle</p> <p>4.4 Explain the changes required to improve the quality of an individual's participation to promote independence and choice</p>
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**Additional information**

**Active Support** is a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life

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

**Individual** is someone requiring care or support

**Hotel model** refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities

**Levels of help** refers to 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

**Task analysis** refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support

**Positively reinforcing** refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. Drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. Praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity

**Positive interaction** refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity

**Others** may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public

- Advocates

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

**Disengagement** means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact

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

<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/618/5132 Provide support for therapy sessions</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the benefits of therapy sessions	1.1 Identify <b>therapy sessions in</b> which an <b>individual</b> may participate 1.2 Describe how therapy sessions can benefit an individual
2. Provide support in therapy sessions	2.1 Identify with the individual their preferences and requirements for the therapy session 2.2 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the individual's preferences, needs and requirements</li> </ul> 2.3 Promote <b>active participation</b> during the session 2.4 Describe ways to overcome fears or concerns an individual may have about a therapy session
3. Contribute to the review of therapy sessions	3.1 Contribute to a review of therapy sessions to identify issues and progress 3.2 Contribute to agreeing changes to therapy sessions with the individual and <b>others</b>
<b>Additional information about this unit</b>  <b>Therapy sessions</b> may include: <ul style="list-style-type: none"> <li>• occupational therapy</li> <li>• physiotherapy</li> <li>• hydrotherapy</li> <li>• aromatherapy</li> <li>• reflexology</li> <li>• massage</li> <li>• acupuncture</li> <li>• nutritional therapy</li> <li>• Bowen technique</li> </ul> An <b>individual</b> is someone requiring care or support	

**Others** may include:

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

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

<b>Unit aim(s)</b>	The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, and the review of therapy sessions.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC212

<b>Title:</b>	<b>Y/616/5355 Support the promotion of awareness of sensory loss</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the value of promoting awareness of sensory loss	1.1 Explain why it is important to promote awareness of sensory loss for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• service provision</li> <li>• social perceptions and attitudes</li> </ul>
2. Understand the role of self and others in promoting awareness of sensory loss	2.1 Outline own role in promoting awareness of sensory loss 2.2 Outline the roles of others who may play a part in promoting the awareness of sensory loss
3. Provide information that promotes awareness of sensory loss	3.1 Explain the information and resources available in relation to sensory loss within your own local Health economy. 3.2 Provide others with information on evidence based best practice relevant to your own service area
<b>Additional information about this unit</b>  <b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf/blindness</li> <li>• Loss of taste</li> <li>• Loss of touch</li> <li>• Loss of smell</li> </ul> <b>Others</b> could include: <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers / family members</li> <li>• Advocate</li> <li>• Colleagues</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to promote awareness of

	sensory loss. This unit would be useful for those who undertake specialist roles.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles LO 3 and 4 must be assessed in real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/618/5160 Responding to the advocacy needs of different groups of people</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Make advocacy accessible to individuals	1.1 Identify barriers preventing individuals from accessing advocacy support 1.2 Utilise strategies to make advocacy accessible to different groups
2. Understand the impact of medical and social models of disability on the advocacy relationship	2.1 Describe medical and social model of disability 2.2 Explain how an advocate can use medical and social models of disability within the advocacy relationship
3. Promote diversity within the advocacy relationship	3.1 Define the terms: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Discrimination</li> <li>• social exclusion</li> </ul> 3.2 Demonstrate promotion of diversity in own practice 3.3 Challenge discrimination in a way that promotes change
4. Use non-instructed advocacy	4.1 Explain the role of non-instructed advocacy 4.2 Use non-instructed advocacy to support an individual 4.3 Identify the threats and challenges which may occur when using non-instructed advocacy 4.4 Evaluate own role in the advocacy relationship
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	The unit equips learners with an understanding of how to respond to the specific advocacy needs of individuals to ensure they are included and that their needs and preferences are met.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>HSC 330 Support individuals to access and use services and facilities</p> <p>HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>H16 Market and promote the service</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>MH 43 Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs</p>

<b>Title:</b>	<b>T/618/5130 Stroke awareness</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand what a stroke is	1.1 Define the term stroke 1.2 Identify the changes in the brain associated with a stroke (Cerebral Vascular Accident) 1.3 Explain other conditions that may be mistaken for stroke 1.4 Explain the differences between stroke and a Transient Ischaemic Attack (TIA)
2. Know how to recognise stroke	2.1 Identify the signs and symptoms of stroke 2.2 Identify the key stages of stroke 2.3 Describe the <b>assessment tests</b> that are available to enable listing of the signs and symptoms 2.4 Describe the potential changes that an individual may experience as a result of stroke
3. Understand the management of risk factors for stroke	3.1 Identify the <b>common risk factors</b> for stroke 3.2 Describe how risk factors may vary in different <b>settings</b> 3.3 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
4. Understand the importance of emergency response and treatment for stroke	4.1 Describe why stroke is a medical emergency 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working 4.3 Identify the key stages of stroke 4.4 Identify the correct early positioning for airway management

	4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident
5. Understand the management of stroke	5.1 Describe why effective stroke care is important to the management of stroke 5.2 Identify agencies or resources available to <b>individuals</b> and <b>others</b> affected by stroke
<p><b>Assessments tests</b> refers to FAST – Face, Arms, Speech, Time</p> <p><b>Common risk factors</b> includes:</p> <ul style="list-style-type: none"> <li>• Genetic</li> <li>• Lifestyle</li> <li>• Ethnicity</li> <li>• Age</li> <li>• Other medical conditions</li> </ul> <p><b>Settings</b> – this may vary according to the health and social care setting of the individual e.g. residential or domiciliary environment</p> <p>An <b>individual</b> is someone accessing care or support</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Friends</li> <li>• Advocates</li> <li>• Other professionals</li> <li>• Carers</li> </ul>	
<b>Unit aim(s)</b>	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following a stroke.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/618/5044 End of life and dementia care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the provision of end of life care for individuals with dementia	1.1 Outline ways in which dementia can be a terminal illness 1.2 Compare the differences in the end of life experience of an <b>individual</b> with dementia to that of an individual without dementia 1.3 Explain why it is important that end of life care for an individual with dementia must be person-centred 1.4 Explain why individuals with dementia need to be supported to make advance care plans as early as possible
2. Understand how to support individuals with dementia affected by pain and distress at end of life	2.1 Explain why pain in individuals with dementia is often poorly recognised and undertreated 2.2 Describe ways to assess whether an individual with dementia is in pain or distress 2.3 Describe ways to support individuals with dementia to manage their pain and distress at end of life using: <ul style="list-style-type: none"> <li>• medication</li> <li>• non-medication techniques</li> </ul>
3. Understand how to support carers of individuals with dementia at end of life	3.1 Explain why <b>carers</b> may experience guilt and stress at the end of life of an individual with dementia 3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia 3.3 Describe how <b>others</b> caring for individuals with dementia may experience loss and grief 3.4 Describe ways of supporting carers when <b>difficult decisions</b> need to be

	<p>made for individuals with dementia at end of life</p> <p>3.5 Explain how to support carers and others to care for an individual with dementia in the final stages of their life</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual</b> is the person receiving support or care in the work setting.</p> <p><b>Carer</b> is the unpaid carer, often a relative or friend.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care Worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Other professionals</li> </ul> <p><b>Difficult decisions</b> may include the carers, families, friends and others making some decision on behalf of the individual with dementia. It may mean that where an advanced decision to refuse treatment does not exist, or there is no one appointed to make such decisions, then a collective decision must be made using the best interest framework of the Mental Capacity Act 2005.</p>	
<b>Unit aim(s)</b>	This unit provides the learner with the knowledge and understanding of how end of life care can be different with individuals with dementia and how to support the individual and their carers through end of life care.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/616/5310 Understand models of disability</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand models of disability	1.1 Explain <b>models</b> of disability 1.2 Compare models of disability
2. Understand how models of disability can shape an individual's identity and experience	2.1 Explain how models of disability can impact on an individual's: <ul style="list-style-type: none"> <li>• identity</li> <li>• experience</li> </ul>
3. Understand how models of disability affect service delivery	3.1 Explain how models of disability can shape service delivery 3.2 Explain how work based practice can support individual's: <ul style="list-style-type: none"> <li>• wellbeing</li> <li>• quality of life</li> </ul>
<b>Additional information about this unit</b>	
<b>Models:</b> <ul style="list-style-type: none"> <li>• medical model</li> <li>• social model</li> <li>• psycho-social model</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Sensory Services 1,2,3,10,11

<b>Title:</b>	<b>T/616/5458 Support use of medication in social care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislative framework for the use of medication in adult care settings	1.1 Explain the legislation that governs the use of medication in adult care settings 1.2 Outline the legal classification system for medication 1.3 Explain why policies and procedures must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	2.1 Identify common types of medication 2.2 Identify the conditions that common types of medications are prescribed for 2.3 Identify the conditions for which common types of medication are prescribed 2.4 Describe changes to an <b>individual's</b> physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	3.1 Describe the roles and responsibilities of those involved in: <ul style="list-style-type: none"> <li>• prescribing medication</li> <li>• dispensing medication</li> <li>• supporting use of medication</li> </ul> 3.2 Explain roles and responsibilities relating to use of 'over the counter' remedies and supplements
4. Understand techniques for administering medication	4.1 Describe the routes by which medication can be administered 4.2 Describe different forms in which medication may be presented 4.3 Describe materials and equipment that can assist in administering medication
5. Be able to receive, store and dispose of medication supplies in line with agreed ways of working	5.1 Receive supplies of medication 5.2 Store medication 5.3 Dispose of unused or unwanted medication

6. Know how to promote the rights of the individual when managing medication	6.1 Explain the principles of administering medication 6.2 Explain how risk assessment can be used to support an individual's independence in managing medication 6.3 Describe the ethical issues that may arise over the use of medication 6.4 Describe how ethical issues can be addressed
7. Be able to support the use of medication	7.1 Access information about an individual's medication 7.2 Support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 Ensure that medication is used or administered <b>correctly</b> 7.4 Manage <b>practical difficulties</b> that arise when medication is used 7.5 Describe how to access further information and support about the use of medication
8. Be able to record and report on use of medication	8.1 Record use of medication 8.2 Record changes in an individual associated with medication 8.3 Report issues associated with medication
<p><b>Additional information about this unit</b></p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Active participation</b> 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.</p>	
<b>Unit aim(s)</b>	This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Learning outcomes 5, 7 and 8 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC375 HSC221 HSC236

<b>Title:</b>	<b>L/618/5148 Equality, diversity and inclusion in dementia care practice</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>31</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of equality, diversity and inclusion in dementia care and support	1.1 Explain how legislation, government policy and agreed ways of working support inclusive practice for dementia care and support 1.2 Describe ways in which an individual with dementia may experience discrimination 1.3 Explain the effects of discrimination on an individual with dementia
2. Understand that each individual's experience of dementia is unique	2.1 Explain why it is important to recognise and respect the <b>diversity</b> of individuals 2.2 Explain the differences in the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person 2.3 Describe how the experience of dementia may be different for individuals <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different cultural backgrounds</li> <li>• who are at the end of life</li> </ul> 2.4 Explain how an individual's dementia can impact on carers and <b>others</b>
3. Be able to work in a person-centred way with individuals with dementia	3.1 Use a person-centred approach when working with an individual with dementia 3.2 Ensure the inclusion of an individual with dementia using a person-centred approach
4. Be able to work with others to support equality and diversity	4.1 Work with others to support diversity and equality for individuals with dementia

	<p>4.2 Share an individual's preferences and interests with others</p> <p>4.3 Explain how to challenge discriminatory practice when working with an individual with dementia</p>
<p><b>Additional information about this unit</b></p> <p><b>Diversity</b>          This may include:</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Family</li> <li>• Culture</li> <li>• Ethnicity</li> <li>• Religion/belief</li> <li>• Sex/gender</li> <li>• Sexual orientation</li> <li>• Work/life experience</li> <li>• Age</li> <li>• Disability</li> </ul> <p><b>Others</b> e.g.</p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Dementia Care Advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to person centred approach.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>

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<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 21, 31, 41, 24, 35, 45
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<b>Title:</b>	<b>K/616/5313 Support young people with a disability to make the transition into adulthood</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>40</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the 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: <ul style="list-style-type: none"> <li>• Freedoms</li> <li>• rights</li> <li>• responsibilities</li> </ul> 1.3 Explain how culture may impact on the process of moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain how theories of change can affect a young person with a disability 2.2 Explain the potential effects of the transition process on young people with disabilities and their <b>families</b> 2.3 Identify challenges young people with a disability might have in: <ul style="list-style-type: none"> <li>• understanding change</li> <li>• coping with change</li> </ul> 2.4 Outline the methods that can be used to support a young person with a disability to cope with the transition from childhood to adulthood 2.5 Explain how <b>legislation and local and national practice guidelines</b> support the transition for a young person with a disability from childhood into adulthood
3. Understand 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 the same opportunities to make life choices as a young person without a disability

	<p>3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development</p> <p>3.3 Explain how personal budgets can be used with young people in transition</p> <p>3.4 Explain the types of support that a young person with a disability may need during, the transition process</p> <p>3.5 Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process</p>
<p>4. Support a young person with a disability through transition into adulthood</p>	<p>4.1 Support a young person to explore <b>options for their future</b></p> <p>4.2 Use <b>person-centred thinking</b> to identify with the young person their needs and aspirations</p> <p>4.3 Use person-centred thinking to develop with the young person a plan to support them through transition</p> <p>4.4 Involve families in the transition process according to the wishes of the young person</p> <p>4.5 Identify ways to provide <b>resources</b> to meet a young person’s needs</p> <p>4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood</p>
<p>5. Be able to support a young person to reflect on the transition</p>	<p>5.1 Use <b>person-centred approaches</b> with the young person to review their transition plan</p> <p>5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future</p>
<p><b>Additional information about this unit</b></p> <p><b>Changes:</b> physical, social, emotional changes</p> <p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines</b> - 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</p> <p><b>Options for their future</b> – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc.</p>	

**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

<b>Unit aim(s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Links to HSC 310, 329, 332, 344, 412

<b>Title:</b>	<b>A/618/5081 Increasing awareness about drugs, alcohol or other substances</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>7</b>
<b>GLH:</b>	<b>42</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislation and government policy relating to substance use	1.1 Define legal and illegal drugs 1.2 Explain the legislation which relates to substance use 1.3 Explain government policy in relation to <b>substance use services</b> 1.4 Identify organisations designed to deliver the government’s strategy on drug and alcohol use. 1.5 Explain the legislation, policy and procedures in relation to substance use regarding: <ul style="list-style-type: none"> <li>• equality</li> <li>• confidentiality of information</li> </ul>
2. Understand substance use, its effects and treatments	2.1 Explain the different <b>substances</b> and their effects on the body 2.2 Identify the commonly known terms for substances, and how these change over time and in different locations 2.3 Explain the <b>dangers of substance use</b> 2.4 Explain the associated risks of different methods of substance use 2.5 Explain the inter-relationship between the <b>circumstances</b> of individuals and the effect of substances on them 2.6 Explain <b>reasons</b> why individuals use substances 2.7 Explain the relationship between substance use, crime and antisocial behavior
3. Identify individuals’ knowledge of and values in relation to substance use	3.1 Enable individuals to talk about what they know and understand about substance use: <ul style="list-style-type: none"> <li>• individually</li> </ul>

	<ul style="list-style-type: none"> <li>• within group settings</li> </ul> <p>3.2 Support individuals to explore their feelings and values in relation to substance use:</p> <ul style="list-style-type: none"> <li>• individually</li> <li>• within group settings</li> </ul> <p>3.3 Interact with individuals using a person-centered approach</p>
4. Increase individuals' knowledge and understanding of substance use	<p>4.1 Explain why individuals' may have gaps in their knowledge and understanding about substances, their use and effects</p> <p>4.2 Explain when the values and beliefs of individuals need to be challenged in their own interests and those of others</p> <ul style="list-style-type: none"> <li>• individually</li> <li>• in group settings</li> </ul> <p>4.3 Implement learning opportunities to meet individuals' needs</p> <ul style="list-style-type: none"> <li>• individually</li> <li>• in group settings</li> </ul> <p>4.4 Review and revise the content of the learning provision to ensure it is accurate and based on up-to-date evidence of individuals' needs</p>
<p><b>Additional information about this unit</b></p> <p><b>Substance use services</b> eg. prevention, treatment and rehabilitation</p> <p><b>Substances</b> eg. stimulants, sedatives and hallucinogenics</p> <p><b>Circumstances:</b> eg. experience and expectations, mental and psychological state, physical health, etc.</p> <p><b>Reasons:</b> eg. age, gender, socioeconomic status, emotional wellbeing</p>	
<b>Unit aim(s)</b>	This Unit is for those who need to raise awareness about substances their use and effects. The awareness raising may be with children and young people, other individuals and groups
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This Unit is directly related to the Skills for Health/DANOS national occupational standard: AD1 Raise awareness about substances, their use and effects

	This also appears in Health and Social Care Standards as HSC365.
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<b>Title:</b>	<b>T/618/5144 Contribute to effective team working in adult care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand theories of <b>teams</b> and team working	1.1 Describe models of team working 1.2 Explain the process of team development 1.3 Explain how shared goals can lead to team cohesion
2. Understand the principles that underpin effective teamwork	2.1 Explain why teams need: <ul style="list-style-type: none"> <li>• clear objectives</li> <li>• clearly defined roles and responsibilities</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• effective communication</li> <li>• conflict resolution</li> </ul> 2.2 Explain why mutual respect and support promotes effective teamwork
3. Be able to work as part of a team	3.1 Identify own role and responsibility in the team 3.2 Communicate effectively with team members 3.3 Involve other team members in decision making 3.4 Seek support and advice from <b>others</b> 3.5 Offer support to other team members 3.6 Explain lines of reporting and responsibility in the team 3.7 Describe the strengths and contributions of other team members to the work of the team
4. Be able to support individual team members	4.1 Provide encouragement and support to individual team members within their roles 4.2 Provide constructive feedback on performance to individual team members

<p>5. Be able to contribute to the review of the work of the team</p>	<p>5.1 Reflect on own performance in working as part of a team</p> <p>5.2 Contribute to a review of team performance in achieving or working towards goals</p> <p>5.3 Contribute to the development of continuous improvement within the work of the team</p>
<p><b>Additional information about this unit</b></p> <p><b>Teams</b> could include:</p> <ul style="list-style-type: none"> <li>• Within the organisation / service</li> <li>• Multi-disciplinary</li> <li>• Multi-agency</li> </ul> <p><b>Others could include:</b></p> <ul style="list-style-type: none"> <li>• Team members and colleagues</li> <li>• Other professionals</li> <li>• Line manager</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in social care.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>SCD CCLD 0338 Develop productive working relationships with other</p> <p>SCD HSC 3121 Promote the effectiveness of teams</p>

<b>Title:</b>	<b>T/618/5161 Facilitate person-centred assessment, planning, implementation and review</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>45</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of person centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and planning of care or support 1.2 Describe ways of supporting the <b>individual</b> to lead the assessment and planning process 1.3 Describe ways the assessment and planning process can be adapted to maximise an individual's ownership and control of it
2. Be able to facilitate person centred assessment	2.1 Establish with the individual a partnership approach to the assessment process 2.2 Confirm with the individual how the process should be carried out and who else should be involved in the process 2.3 Agree with the individual and <b>others</b> the intended outcomes of the assessment process and <b>care plan</b> 2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs 2.5 Work with the individual and others to identify support requirements and preferences
3. Contribute to the planning of care or support	3.1 Take account of <b>factors</b> that influence the type and level of care or support to be provided 3.2 Work with the individual and others to explore <b>options and resources</b> for delivery of the plan 3.3 Contribute to a decision with others on how component parts of a plan will be delivered and by whom

	3.4 Record the plan in a suitable format
4. Support the implementation of care plans	4.1 Carry out assigned aspects of a care plan 4.2 Support others to carry out aspects of a care plan for which they are responsible 4.3 Adjust the plan in response to changing needs or circumstances
5. Monitor a care plan	5.1 Agree methods for monitoring the way a care plan is delivered 5.2 Collate monitoring information from agreed sources 5.3 Record changes that affect the delivery of the care plan
6. Be able to facilitate a review of care plans and their implementation	6.1 Seek agreement with the individual and others about: <ul style="list-style-type: none"> <li>• who should be involved in the review process</li> <li>• criteria to judge effectiveness of the care plan</li> </ul> 6.2 Seek feedback from the individual and others about how the plan is working 6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives 6.4 Work with the individual and others to agree any <b>revisions</b> to the plan 6.5 Document the review process and revisions as required

#### **Additional information about this unit**

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

A **care plan** may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and support are detailed

**Others** may include:

- Carers
- Friends and relatives
- Professionals
- Others who are important to the individual's well-being

**Factors** may include:

- Feasibility of aspirations
- Beliefs, values and preferences of the individual
- Risks associated with achieving outcomes

- Availability of services and other support options

**Options and resources** should consider:

- Informal support
- Formal support
- Care or support services
- Community facilities
- Financial resources
- Individual's personal networks

**Revisions** may include:

- Closing the plan if all objectives have been met
- Reducing the level of support to reflect increased independence
- Increasing the level of support to address unmet needs
- Changing the type of support
- Changing the method of delivering support

<b>Unit aim(s)</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care & Development's RQF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 328 and HSC 329

<b>Title:</b>	<b>K/618/5089 Understand how to support individuals during the last days of life</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand common features of support during the last days of life	1.1 Describe the common indications that an individual is approaching death 1.2 Describe the circumstances when life-prolonging treatment can be stopped or withheld 1.3 Analyse the importance of an advance care plan in the last days of life 1.4 Identify the signs that death has occurred
2. Understand the impact of the last days of life on the <b>individual</b> and <b>others</b>	2.1 Describe the possible psychological aspects of the dying phase for the <b>individual</b> and <b>others</b> 2.2 Explain the impact of the last days of life on the relationships between individuals and others 2.3 Outline the possible changing needs of the individual during the last days of life
3. Know how to support individuals and others during the last days of life	3.1 Describe a <b>range of ways</b> to enhance an individual's wellbeing during the last days of life 3.2 Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life 3.3 Describe how to use an integrated care pathway according to agreed ways of working 3.4 Define key information about the process following death that should be made available to appropriate people according to <b>agreed ways of working</b>
4. Understand the actions to be taken following an individual's death	4.1 Explain national guidelines, local policies and procedures relating to care after death

	<p>4.2 Explain the importance of being knowledgeable about an individual's wishes for their after-death care</p> <p>4.3 Explain the importance of acting in ways that respect the individual's wishes immediately after death</p> <p>4.4 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person</p> <p>4.5 Describe ways to support others immediately following the death of a close relative or friend</p>
<p>5. Know how to manage own feelings in relation to an individual's dying or death</p>	<p>5.1 Define possible impact of an individual's death on own feelings</p> <p>5.2 Identify available support systems to manage own feelings in relation to an individual's death</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual</b> is the person receiving support or care in the work setting</p> <p><b>Others</b> may include: partner, family, friends, neighbours, care worker, colleague, manager, social worker, occupational therapist, GP, speech &amp; language therapist, physiotherapist, pharmacist, nurse, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialist</p> <p><b>Range of ways</b> may include: appropriate comfort measures in the final hours of life, environmental factors, non-medical interventions, use of equipment and aids, alternative therapies</p> <p><b>Agreed ways of working</b> include policies and procedures where these exist</p>	
<p><b>Unit aim(s)</b></p>	<p>This unit provides the learner with an understanding of how to support individuals during the last days of life. It looks at the signs which indicate death is approaching and the impact that death has on others. It examines the actions that need to be taken following death and the impact that death can have on the carer.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>T/616/5315 Understand positive risk taking for individuals with disabilities</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand that <b>individuals</b> 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 people with disabilities may be 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 while assessing risk 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 2.5 Describe the different stages of carrying out risk assessments
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
4. Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1 Explain why individuals with disabilities may be at risk of different forms of <b>abuse</b> , exploitation and harm in different areas of their lives 4.2 Explain how to support individuals to recognise and manage potential risk in <b>different areas of their lives</b>

	<p>4.3 Explain the importance of balancing the choices of the individual with their own and <b>others'</b> health and safety</p> <p>4.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks</p> <p>4.5 Explain the importance of recording all discussions and decisions made</p>
<p>5. Understand the importance of a partnership approach to risk taking</p>	<p>5.1 Explain the importance of a person-centred partnership approach</p> <p>5.2 Describe ways of handling conflict when discussing and making decisions about risk</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual</b> is someone requiring care or support</p> <p><b>Abuse</b> may include the following types:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial abuse</li> <li>• Institutional abuse</li> <li>• Self neglect</li> <li>• Neglect by others</li> </ul> <p><b>Different areas of their lives</b> may include: in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information</p> <p><b>Others</b> may include</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Colleagues</li> <li>• Families or carers</li> <li>• Friends</li> <li>• Other professionals</li> <li>• Members of the public</li> <li>• Advocates</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>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.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Links to HSC 3117

<b>Title:</b>	<b>R/616/5354 Provide support for individuals within a shared lives arrangement</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to establish the needs 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 <b>shared lives arrangement</b> 2.2 Work with the individual and others to identify barriers 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 and <b>key people</b> 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
4. 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

	<p>4.4 Support the individual to communicate their thoughts and feelings about sharing the home environment</p> <p>4.5 Describe actions to take if an individual is distressed</p> <p>4.6 Provide opportunities for the individual's continued personal and social development</p>
<p>5. Support key people to adjust to a shared lives arrangement</p>	<p>5.1 Establish with key people any adjustments that might need to be made to support an individual within the home</p> <p>5.2 Establish strategies to deal with any conflict and disagreements that may arise</p> <p>5.3 Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties</p> <p>5.4 Describe ways to balance the needs of key people and the individual</p> <p>5.5 Support key people to participate in the shared lives arrangement</p>
<p>6. Contribute to on-going review of the shared lives arrangement</p>	<p>6.1 Provide regular feedback on the shared lives arrangement in line with <b>agreed ways of working</b></p> <p>6.2 Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness</p>
<p><b>Additional information about this unit</b></p> <p><b>Shared lives arrangements</b> may include:</p> <ul style="list-style-type: none"> <li>• Long term accommodation support</li> <li>• Short breaks</li> <li>• Day time support</li> <li>• Kinship support</li> <li>• Adult placement (Wales)</li> </ul> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• Those who share the learner's home</li> <li>• Members of learner's extended family</li> <li>• Learner's social networks</li> <li>• Others who may be involved in the shared lives arrangement</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist</p>	

<b>Unit aim(s)</b>	This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 334

<b>Title:</b>	<b>H/616/5326 Help individuals address their substance misuse through an action plan</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the background relating to substance misuse to support the development of an action plan	1.1 Explain reasons for substance misuse 1.2 Explain the specific needs and issues of substance users 1.3 Describe the range of behaviours that you may experience from substance users 1.4 Describe the risks substance users may pose to themselves and others 1.5 Explain how to minimise the risks 1.6 Explain the implications of mental health issues in relation to substance misuse 1.7 Identify commonly used examples of substance misuse terminology
2. Develop an action plan with individuals	2.1 Provide opportunities for the individual to contribute to the development of the action plan 2.2 Enable the individual to understand the information provided 2.3 Agree the process for reviewing the action plan with the individual 2.4 Provide an action plan that reflects the current circumstances of the individual taking into account their personal needs, wishes and preferences 2.5 Record the action plan according to <b>agreed ways of working</b>
3. Review the action plan with individuals	3.1 Gather and record information relating to individual's progress 3.2 Provide opportunities to review the action plan with an individual

	<p>3.3 Identify with the individual the outcomes that have been met and those still to be achieved</p> <p>3.4 Identify and agree the next stages with the individual</p>
<p><b>Additional information about this unit</b></p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist</p>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those who support individuals with drug or alcohol problems to develop and review their action plans.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>HSC 431 (DANOS A12)</p>

<b>Title:</b>	<b>F/616/5351 Support individuals with self-directed support</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand self-directed support	1.1 Explain the principles underpinning <b>self-directed support</b> and how this differs from traditional support 1.2 Explain the benefits of an <b>individual</b> having self-directed support 1.3 Explain how <b>legislation, policy or guidance</b> underpin self-directed support 1.4 Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self-assessment</li> <li>• support plan</li> <li>• outcome focused review</li> </ul> 1.5 Outline the possible barriers to self-directed support and how to overcome them
2. Understand how to support individuals to direct their own support and develop their support plan	2.1 Explain how to use <b>person-centred thinking</b> 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 <b>others</b> 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 <b>person-centred thinking tools</b> that can be used to help individuals think about different ways they can spend their personal budget

	2.7 Describe what might be included in the costings for a support plan
3. Understand the different ways that individuals can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support 3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services 3.3 Explain what restrictions may be imposed on personal budgets 3.4 Describe the criteria that are used to sign off a support plan 3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4. Support <b>individuals</b> to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future 4.2 Use person-centred thinking tools to support an individual to have maximum choice and control in their life 4.3 Use person-centred thinking tools to support an individual to develop their support plan 4.4 Support an individual to identify any others who could work with them to develop their support plan
5. 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 and why 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. 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
<p>Additional information about this unit</p> <p><b>Self-directed support</b> – puts the person in need of support in control of that support</p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area</p> <p><b>Person-centred thinking</b> 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</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage</li> <li>• advocate</li> </ul> <p><b>Person-centred thinking</b> tools include:</p> <ul style="list-style-type: none"> <li>• Important to/for (recorded as a one page profile)</li> <li>• Working/Not working</li> <li>• The doughnut</li> <li>• Matching staff</li> <li>• Relationship circle</li> <li>• Communication charts</li> <li>• plus 1 questions</li> <li>• Citizenship tool</li> <li>• Decision making agreement</li> <li>• Presence to contribution</li> <li>• Dreaming</li> <li>• Community connecting related tools:</li> <li>• Who am I? My gifts and capacities</li> <li>• Hopes and Fears</li> <li>• Mapping our network</li> <li>• Passion audit</li> <li>• Capacity mapping</li> <li>• Who am I – My places</li> </ul>	
<b>Unit aim(s)</b>	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.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Links to HSC 35

<b>Title:</b>	<b>J/616/5402 Carrying out comprehensive substance misuse assessment</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislation, policies and practice relevant to substance misuse	1.1 Describe the legislation relevant to working with substance misuse 1.2 Explain the workplace policies and practices relevant to working with substance misuse
2. Understand the signs and implications of a range of substance misuse related problems	2.1 Describe the different substances which individuals may use and: <ul style="list-style-type: none"> <li>• How they are used</li> <li>• The likely effects</li> </ul> 2.2 Explain <b>challenges</b> often associated with substance misuse 2.3 Explain ways of keeping up to date with: <ul style="list-style-type: none"> <li>• Knowledge about substances</li> <li>• Indications of substance misuse</li> </ul> 2.4 Outline the terminology used by substance misusers in the locality
3. Understand the range of substance misuse services and treatment interventions	3.1 Explain the range of treatment interventions available in the locality 3.2 Explain the range of assessment services available in the locality 3.3 Explain the eligibility criteria and protocols for accessing assessment services in the locality 3.4 Explain how to respond to individuals who do not want to be referred to other services
4. Support the individual to prepare for comprehensive substance misuse assessment	4.1 Obtain information on individuals from previous assessments carried out by other services in line with protocols 4.2 Establish any particular needs of the individual to be taken into account during the assessment

	<p>4.3 Accurately record arrangements for the assessment in line with the organisation's procedures</p>
<p>5. Be able to assess possible risks to the individual</p>	<p>5.1 Demonstrate how to assess the risk to individuals from their substance misuse and co-existent problems</p> <p>5.2 Explain the importance of regularly reviewing risk assessments</p> <p>5.3 Demonstrate that the risk assessment takes account of the individual's needs, wishes, preferences and the legal duty of care to the individual and others</p>
<p>6. Assess individuals' substance misuse and related problems</p>	<p>6.1 Involve the individual in the assessment, according to their capability</p> <p>6.2 Assess the nature of the individual's substance misuse and other related problems</p> <p>6.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme</p> <p>6.4 Carry out the assessment in line with locally agreed criteria and using standardised documentation</p> <p>6.5 Manage challenging behaviour</p> <p>6.6 Develop a comprehensive care plan utilising the assessment</p> <p>6.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people</p> <p>6.8 Explain how to take account of a child or young person's age and maturity when involving them in assessment</p>
<p>7. Be able to implement the assessment process</p>	<p>7.1 Keep accurate, legible and complete records of the assessment</p> <p>7.2 Review the assessment at appropriate intervals once the individual has commenced a care plan</p> <p>7.3 Provide individuals with information on systems for:</p> <ul style="list-style-type: none"> <li>• making complaints about the assessment process</li> <li>• appealing on the decisions of the assessment process</li> </ul>

	7.4 Explain how to ensure consistency of approach with other members of the substance misuse service team
<p><b>Additional information about this unit</b></p> <p><b>Risk factors could include:</b></p> <ul style="list-style-type: none"> <li>• living independently</li> <li>• boredom or lack of meaningful occupation</li> <li>• desire to be socially included/loneliness</li> <li>• limited social skills or low self-esteem</li> <li>• lack of family contact</li> <li>• impulsivity</li> <li>• negative life events, for example, neglect, abuse and bereavement</li> <li>• unemployment</li> <li>• poverty</li> </ul> <p><b>Effects of substance misuse could include:</b></p> <ul style="list-style-type: none"> <li>• deterioration in physical and mental health</li> <li>• alienation/social difficulties</li> <li>• cognitive deficits</li> <li>• aggression/mood changes</li> <li>• verbal and physical aggression</li> <li>• risk-taking behaviour including suicide</li> <li>• increased epileptic seizures</li> <li>• inpatient admissions</li> <li>• greater risk of offending behaviour</li> <li>• being vulnerable to exploitation</li> <li>• financial impact, including potential loss of housing</li> <li>• neglect</li> <li>• abuse</li> </ul> <p><b>Support could include:</b></p> <ul style="list-style-type: none"> <li>• mainstream addiction services</li> <li>• primary care services</li> <li>• community groups</li> <li>• friends</li> <li>• family</li> <li>• other professionals</li> </ul>	
<b>Unit aim(s)</b>	This Unit is for those who assess the needs of drug, alcohol or substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

**Details of the relationship of the unit and relevant national occupational standards**

This Unit is directly related to the Skills for Health/DANOS national occupational standard:  
AF3 Carry out comprehensive substance misuse assessment. This also appears in Health and Social Care Standards as HSC340.

<b>Title:</b>	<b>M/616/5314 Support individuals through detoxification programmes</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how assessments should be undertaken	1.1 Explain how requests for assessment should be prioritised in line with an organisation's criteria 1.2 Describe how to arrange for a comprehensive substance review and risk assessment 1.3 Describe how individuals may be involved in the assessment of their needs 1.4 Explain how individual motivation and readiness to engage in a treatment programme are assessed 1.5 Explain how information obtained during an assessment should be passed to another organisation in line with local protocols 1.6 Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis
2. Introduce individuals to detoxification programmes	2.1 Implement the locally agreed criteria for admission of individuals to a detoxification programme 2.2 Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme 2.3 Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme 2.4 Describe what a "contract of care" includes and the respective responsibilities of the individual and the

	<p>service during a detoxification programme</p> <p>2.5 Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme</p>
3. Develop and review detoxification and care plans	<p>3.1 Demonstrate how to coordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate</p> <p>3.2 Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme</p> <p>3.3 Review assessments at appropriate intervals once an individual has commenced a programme of care</p> <p>3.4 Describe the evidence base for the likely outcomes of detoxification programmes</p>
4. Manage closure of individuals' detoxification programmes	<p>4.1 Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan</p> <p>4.2 Establish active co-operation between detoxification and rehabilitative services after discharge</p> <p>4.3 Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	This unit is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals to detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles.

**Details of the relationship of the unit and relevant national occupational standards**

AH7 Support individuals through detoxification programmes.  
The original AH7 appears in the Health and Social Care Standards as HSC381 Support individuals through detoxification programmes.

<b>Title:</b>	<b>F/618/5048 Support communication with individuals with sensory loss</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand importance of communication	1.1 Explain what is meant by the term communication 1.2 Describe why communication is important when working with individuals with sensory loss 1.3 Describe the characteristics of communication that is: <ul style="list-style-type: none"> <li>• based on formal language systems</li> <li>• not based on formal language systems</li> </ul>
2. Understand how to support communication with individuals with sensory loss	2.1 Describe ways to support communication with individuals with sensory loss 2.2 Explain how different work roles support communication with individuals with sensory loss
3. Be able to support communication with an individual with sensory loss	3.1 Support an individual with sensory loss to identify ways to develop communication skills 3.2 Agree with an individual with sensory loss preferred methods of communication 3.3 Prepare an environment to facilitate communication for an individual with sensory loss 3.4 Use agreed methods of communication with an individual with sensory loss
4. Be able to evaluate methods of communication used to support an individual with sensory loss	4.1 Monitor communication with an individual with sensory loss 4.2 Evaluate use of agreed methods of communication with an individual with sensory loss 4.3 Share an evaluation of agreed methods of communication with an individual with sensory loss with:

	<ul style="list-style-type: none"> <li>• an individual with sensory loss</li> <li>• others and different members of the care team</li> </ul> <p>4.4 Explain how to improve agreed methods of communication with an individual with sensory loss</p>
<p><b>Additional information about this unit</b></p> <p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deaf</li> <li>• blindness</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge and skills required to support communication with individuals with sensory loss.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LO 3 and 4 must be assessed in real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/616/5347 Work with other professionals and agencies to support individuals with physical disabilities</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1 Describe circumstances when it would be important to involve <b>other professionals</b> to support <b>individuals</b> with physical disabilities 1.2 Explain the different referral processes in your place of work to gain the support of other professionals 1.3 Describe provision from across specialist <b>agencies</b> that operate in your place of work 1.4 Analyse the impact specialist agencies have on providing wider services for the individual in your care 1.5 Describe the values and skills which underpin joint working with other professionals and agencies
2. Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1 Assess when an individual's needs require input from other agencies and professionals 2.2 Give the individual information about alternative provision options so that informed choices can be made 2.3 Agree with the individual what they hope to achieve through referral to another agency and/or professional
3. Be able to demonstrate partnership working	3.1 Make a referral to other professionals and/or agencies in the agreed way in line with organisational policies and procedures 3.2 Use verbal and written communication skills to make the individual's needs and wishes known 3.3 Work in partnership with other agencies and or professionals to support the individual to meet their needs

	<p>3.4 Evaluate and record the outcomes for the individual of partnership working</p> <p>3.5 Document the work carried out with other professionals and or agencies in the relevant documentation within your place of work</p>
<p><b>Additional information about this unit</b></p> <p><b>Individual</b> – the individual with the physical disability</p> <p><b>Quality of life</b> - Access to a range of activities and opportunities which enables the individual to value themselves and feel valued by others</p> <p><b>Professionals</b> could include:</p> <ul style="list-style-type: none"> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Nurse</li> <li>• GP</li> <li>• Social Worker</li> <li>• Dietician</li> <li>• Speech and Language Therapist</li> </ul> <p><b>Agencies</b> - this can include: Agencies specific to individual conditions</p>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those who provide care or support to individuals with disabilities in a wide range of settings. It involves working with the individual to identify the support required and working with professionals and/or other agencies where the support sits outside own role.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development’s RQF Assessment Principles.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>J/618/5150 Support parents with disabilities</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>43</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>individuals</b> with disabilities to have children and bring them up in a safe and nurturing environment 1.2 Explain the <b>statutory responsibilities</b> placed on organisations towards families and children who are in need
2. Understand the support available to parents with disabilities	2.1 Explain the support provided by adults and children's services to a family receiving support 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
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

	<p>removed from their care than parents who do not have disabilities</p> <p>4.3 Support individuals with disabilities to overcome barriers to successful parenting</p> <p>4.4 Work in a way that promotes individuals' self-determination and self-confidence in their role as parents</p> <p>4.5 Support parents with learning, communication and/or sensory disabilities to acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances</p>
<p>5. Be able to develop positive working relationships with parents with disabilities</p>	<p>5.1 Analyse research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have</p> <p>5.2 Use evidence based approaches in developing positive relationships with parents with disabilities</p>
<p>6. Work in partnership with <b>other workers</b>, different services and informal support networks</p>	<p>6.1 Plan how to involve relevant services to support parents with disabilities and/or their children</p> <p>6.2 Access relevant services to support parents with disabilities and/or their children</p> <p>6.3 Demonstrate ways of helping to create, enhance and work with informal support networks</p>
<p>7. Understand safeguarding and promoting the welfare of the child</p>	<p>7.1 Explain own role and responsibilities in relation to safeguarding children</p> <p>7.2 Identify the processes set up under child protection legislation to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary</p> <p>7.3 Describe the action to take in response to any concerns regarding safeguarding children</p> <p>7.4 Explain the types of support the child may need in his/her own right</p> <p>7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during</p>

	child protection processes and procedures
<p><b>Additional information about this unit</b></p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Statutory responsibilities</b> refers to those outlined in the current legislation</p> <p><b>Barriers</b> 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</p> <p><b>Other workers</b> 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.</p>	
<b>Unit aim(s)</b>	This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren).
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles LOs 3, 4, 5 and 6 must be assessed in a real work situation
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Links to HSC 333, 388, 392

<b>Title:</b>	<b>R/616/5340 Support families in maintaining relationships in their wider social structures</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 Identify sources of information on social structures
2. Understand the issues surrounding discrimination	2.1 Describe attitudes, beliefs and assumptions which can lead to stigma and discrimination 2.2 Identify the forms which discrimination may take 2.3 Describe discriminatory behaviours between different groups and in different settings
3. 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
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	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.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles Learning outcomes 3 and 4 must be assessed in a real work environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 390 (MH 12)

<b>Title:</b>	<b>L/616/5367 Understand the administration of medication to individuals with dementia using a person-centred approach</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the common medications available to, and appropriate for, individuals with dementia	1.1 Identify the most common medications used in your place of work to treat symptoms of dementia 1.2 Describe how commonly used medications affect individuals with dementia 1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia 1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication 1.5 Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	2.1 Describe person-centred ways of <b>administering</b> medicines whilst adhering to administration instructions in line with the requirements of the Mental Capacity Act 2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication
<b>Additional information about this unit</b>	
<b>Administering</b> <ul style="list-style-type: none"> <li>• Fitting with the routines of the individual</li> <li>• Meeting the preferences of the individual (tablets/solutions)</li> <li>• Enabling techniques</li> <li>• Self-administration</li> </ul>	
<b>Unit aim(s)</b>	This unit is about knowledge and understanding of individuals who may have

	specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit confirm competence.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/616/5479 Introduction to personalisation in social care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the meaning of personalisation in social care	1.1 Define the term 'personalisation' as it applies in social care 1.2 Explain how personalisation can benefit individuals 1.3 Explain the relationship between rights, choice and personalisation 1.4 Identify legislation, other national policy documents and local codes of practice that promote personalisation
2. Understand systems that support personalisation	2.1 Identify local and national systems that are designed to support personalisation 2.2 Describe the impact that personalisation has on the process of commissioning social care 2.3 Explain how direct payments and individual budgets support personalisation
3. Understand how personalisation affects the way support is provided	3.1 Explain how person centred thinking, person-centred planning and person centred approaches support personalisation 3.2 Describe how personalisation affects the balance of power between individuals and those providing support 3.3 Give examples of how personalisation may affect the way an <b>individual</b> is supported on a day to day basis
4. Understand how to implement personalisation	4.1 Describe the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation 4.2 Identify potential barriers to personalisation 4.3 Describe ways to overcome barriers to personalisation in day to day work

	4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service
<b>Additional information about this unit</b>	
An <b>individual</b> is someone requiring care or support	
<b>Unit aim(s)</b>	This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 24 HSC 35 HSC 346 HSC 3119

<b>Title:</b>	<b>L/616/5322 Understand the role of communication and interactions with individuals who have dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand that individuals with dementia may communicate in different ways	1.1 Explain how individuals with dementia may communicate through their behaviour 1.2 Give examples of how <b>carers</b> and <b>others</b> may misinterpret communication 1.3 Explain the importance of effective communication to an individual with dementia 1.4 Describe how different forms of dementia may affect the way an individual communicates
2. Understand the importance of positive interactions with individuals with dementia	2.1 Give examples of both positive and negative interactions with individuals who have dementia 2.2 Explain how positive interactions with individuals who have dementia can contribute to their <b>wellbeing</b> 2.3 Explain the importance of involving individuals with dementia in a range of activities 2.4 Compare a <b>reality orientation</b> approach to interactions with a <b>validation therapy approach</b>
3. Understand the factor which can affect interactions and communication of individuals with dementia	3.1 Identify both the physical and the mental health needs that may need to be considered when communicating with an individual with dementia 3.2 Describe how the sensory impairment of an individual with dementia may affect their communication skills 3.3 Describe how the environment might affect an individual with dementia

	<p>3.4 Describe how the behaviour of carers or others might affect the wellbeing of an individual with dementia</p> <p>3.5 Explain how the use of language can hinder positive interactions and communication</p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> eg.</p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Dementia Care Advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul> <p><b>Carers</b> eg</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul> <p><b>Well being</b></p> <ul style="list-style-type: none"> <li>• Sense of hope</li> <li>• Sense of agency</li> <li>• Confidence</li> <li>• Self esteem</li> <li>• Physical health</li> </ul> <p><b>Wellbeing indicators:</b></p> <ul style="list-style-type: none"> <li>• Can communicate wants, needs and choices</li> <li>• Makes contact with other people</li> <li>• Shows warmth and affection</li> <li>• Showing pleasure or enjoyment</li> <li>• Alertness, responsiveness</li> </ul>	

- Uses remaining abilities
- Expresses self creatively
- Is co-operative or helpful
- Responding appropriately to people
- Expresses appropriate emotions
- Relaxed posture or body language
- Sense of humour
- Sense of purpose
- Signs of self-respect

### **Reality Orientation**

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

### **Validation Therapy Approach**

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

<b>Unit aim(s)</b>	This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	HSC 21, 31, 41, 24, 35 45

<b>Title:</b>	<b>J/616/5450 Understand the role of communication with individuals who have dementia</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of positive interactions with individuals with dementia	1.1 Explain the positive approaches and validation model for working with an individual with dementia 1.2 Explain how positive interactions with individuals who have dementia can contribute to their wellbeing 1.3 Explain the benefits of involving individuals with dementia in a range of activities
2. Understand that individuals with dementia can communicate in different ways	2.1 Identify how individuals with dementia can communicate through their behaviour 2.2 Explain the importance of effective communication to an individual with dementia 2.3 Describe how different forms of dementia may affect the way an individual communicates
3. Understand the factors which can affect communication for individuals with dementia	3.1 Explain how different forms of dementia may affect the way an individual communicates 3.2 Explain why physical and mental health factors may need to be considered when communicating with an individual who has dementia 3.3 Describe how to support different communication abilities of individuals with dementia who have sensory impairment 3.4 Describe the impact the behaviours of <b>carers</b> and <b>others</b> may have on an individual with dementia

	3.5 Explain how the use of language can affect positive interactions and communication
<b>Additional information about this unit</b>  <b>Others</b> e.g. <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Dementia Care Advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul> <b>Carers</b> e.g. <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul>	
<b>Unit aim (s)</b>	This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/616/5396 The purpose and principles of independent advocacy</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand Independent Advocacy	1.1 Define Independent Advocacy 1.2 Identify the different steps within the advocacy process 1.3 Explain when Independent Advocacy can and cannot help 1.4 Identify services Independent Advocates commonly signpost to 1.5 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
3. Describe the development of advocacy	3.1 Explain the purpose of Independent Advocacy 3.2 Identify milestones in the history of advocacy 3.3 Explain the wider policy context of advocacy
4. Explain types of advocacy support and their purpose	4.1 Compare advocacy models 4.2 Identify the commonalities and differences in advocacy models
5. Understand the roles and responsibilities of an Independent Advocate	5.1 Explain roles and responsibilities within Independent Advocacy 5.2 Describe the limits and boundaries of an Independent Advocate 5.3 Describe the skills, attitudes and personal attributes of an advocate 5.4 Identify when and who to seek advice from when faced with dilemmas
6. Understand advocacy standards	6.1 Describe standards which apply to Independent Advocacy 6.2 Explain how standards can impact on the advocacy role and service
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim(s)</b>	<p>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.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>The nature of this unit means that most of the evidence must come from real work activities.</p> <p>Simulation can only be used in exceptional circumstances for example:</p> <p>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.</p> <p>Simulation must be discussed and agreed in advance with the External Verifier. (EQA).</p> <p>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.</p> <p>Required sources of performance and knowledge evidence:</p> <p>Direct Observation is the required assessment method to be used to evidence some part of this unit.</p> <p>Other sources of performance and knowledge evidence:</p> <p>The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.</p> <ul style="list-style-type: none"> <li>• Work products</li> <li>• Professional discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Candidate/ reflective accounts</li> <li>• Questions asked by assessors</li> <li>• Witness testimonies</li> <li>• Projects/Assignments/RPL</li> <li>• Case studies</li> </ul>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>HSC 23 Develop your knowledge and practice</p> <p>HSC 31 Promote effective communication for and about individuals</p> <p>H136 Communicate effectively with individuals and others</p> <p>HSC 45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC 335 Contribute to the protection of individuals from harm and abuse</p> <p>HSC 366 Support individuals to represent their own needs and wishes at decision making forums</p> <p>HSC 367 Help individuals identify and access independent representation and advocacy</p> <p>HSC 368 Present individuals' needs and preferences</p> <p>HSC 311 Promote the equality, diversity, rights and responsibilities of individuals</p> <p>HSC 319 Promote the values and principles underpinning best practice</p> <p>PE 1 Enable individuals to make health choices and decisions</p>

<b>Title:</b>	<b>T/616/5363 Support individuals with autistic spectrum conditions</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand legislative frameworks that relate to individuals with autistic spectrum conditions	1.1 Outline the <b>legislative frameworks</b> that promote the rights and choices of <b>individuals</b> with autistic spectrum condition 1.2 Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition
2. Understand the main characteristics of autistic spectrum conditions	2.1 Describe theories on autistic spectrum condition 2.2 Explain the characteristics of autistic spectrum conditions 2.3 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition 2.4 Describe other conditions that may be associated with the autistic spectrum 2.5 Describe how language and intellectual abilities vary across the autistic spectrum
3. Be able to support individuals with autistic spectrum conditions	3.1 Support an individual to understand the impact of their autistic condition on themselves and others 3.2 Encourage an individual to recognise the strengths of their characteristics 3.3 Support an individual with an autistic spectrum condition to develop their personal skills 3.4 Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition

<p>4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication</p>	<p>4.1 Identify the preferred methods of communication for an individual.</p> <p>4.2 Use the preferred methods of communication to support interactions with an individual</p> <p>4.3 Explain patterns of behaviour associated with an individual's autistic spectrum condition</p> <p>4.4 Support an individual in ways that recognise the significance and meaning of their behaviour</p>
<p>5. Be able to support individuals with change</p>	<p>5.1 Support an individual with autistic spectrum condition to make transitions</p> <p>5.2 Work with an individual and other to recognise routines that are important to the individual</p> <p>5.3 Support an individual during changes to their routines</p> <p>5.4 Enable an individual to use routines to make sense and order of their daily life</p> <p>5.5 Recognise how to make adaptations to the physical sensory environment to:        reduce sensory overload        increase sensory stimulation</p> <p>5.6 Work with an individual and others to develop strategies that help them manage their physical and sensory environment</p>
<p><b>Additional information about this unit</b></p> <p><b>Legislative frameworks</b> need to include policy drivers and strategies within own country</p> <p>An <b>individual</b> is someone requiring care or support</p>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to develop learners' knowledge, understanding and skills of supporting an individual with autistic spectrum conditions.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>D/616/5308 Understand sensory loss</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the causes of <b>sensory loss</b>	1.1 Explain the causes of sensory loss 1.2 Differentiate between congenital sensory loss and acquired sensory loss
2. Know how to support individuals experiencing sensory loss	2.1 Describe the indicators of sensory loss 2.2 Explain actions to be taken if there are concerns about an individual with: <ul style="list-style-type: none"> <li>• onset of sensory loss</li> <li>• changes in sensory status</li> </ul> 2.3 Describe sources of support for individuals experiencing: <ul style="list-style-type: none"> <li>• onset of sensory loss</li> <li>• changes in sensory status</li> </ul>
3. Understand <b>factors</b> that impact on an individual with <b>sensory loss</b>	3.1 Explain how factors have an impact on individuals with sensory loss 3.2 Explain how societal attitudes and beliefs may have an impact on individuals with sensory loss
4. Understand the importance of communication for individuals with <b>sensory loss</b>	4.1 Explain methods of communication used by individuals with sensory loss 4.2 Explain how environments facilitate communication for individuals with sensory loss 4.3 Explain how communication impacts on individuals with sensory loss
<b>Additional information about this unit</b>  <b>Sensory Loss</b> could include: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deaf/blindness</li> <li>• Loss of taste</li> <li>• Loss of touch</li> <li>• Loss of smell</li> </ul> <b>Factors</b> could include: <ul style="list-style-type: none"> <li>• Communication</li> </ul>	

<ul style="list-style-type: none"> <li>• Information</li> <li>• Familiar layouts and routines</li> <li>• Mobility</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge and understanding about sensory loss
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/618/5159 Understand Parkinson's for adult care staff</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the signs, symptoms and progression of Parkinson's	1.1 Define Parkinson's 1.2 Explain the causes of Parkinson's 1.3 Describe key symptoms of Parkinson's in relation to: <ul style="list-style-type: none"> <li>• motor</li> <li>• non-motor</li> </ul> 1.4 Describe the phases and timeframe of the progression of Parkinson's 1.5 Identify conditions within Parkinsonism
2. Understand the impact of Parkinson's on the <b>individual</b> and <b>others</b>	2.1 Describe how Parkinson's impacts on an individual's quality of life 2.2 Explain the impact of Parkinson's on an individual's relationships with others 2.3 Explain the impact of fluctuations in Parkinson's on an individual and others
3. Understand the support available to manage Parkinson's	3.1 Describe the stages of diagnosis of Parkinson's 3.2 Describe how to access services and networks appropriate to the individual with Parkinson's Describe methods, practices and interventions used to support individuals to manage their symptoms 3.3 Explain how an individual's preferences are taken into account when supporting them to manage their Parkinson's
4. Understand the issues associated with Parkinson's medication	4.1 Explain the consequences when medication is not taken or given on time 4.2 Explain the consequences for the individual of common side-effects of Parkinson's medication 4.3 Describe how to alleviate the side effects of Parkinson's medication

<p>5. Understand communication and cognitive challenges associate with Parkinson's at different stages</p>	<p>5.1 Describe the communication and cognitive challenges at different stages of Parkinson's</p> <p>5.2 Describe the impact on the individual and others in relation to:</p> <ul style="list-style-type: none"> <li>• communication challenges</li> <li>• cognitive challenges</li> </ul> <p>5.3 Explain how to implement <b>techniques</b> used to address:</p> <ul style="list-style-type: none"> <li>• communication challenges</li> <li>• cognitive challenges</li> </ul>
<p><b>Additional information about this unit</b></p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Carers</li> <li>• Families</li> <li>• Friends</li> <li>• Care and support workers</li> <li>• Specialist Nurses</li> </ul> <p><b>Techniques</b> are those designed specifically to support individuals in managing communication and cognition challenges directly associated with Parkinson's, such as cognitive freezing</p>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to give learners a fundamental understanding of Parkinson's and its' impact on the individual. This is a knowledge only unit.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>J/616/5321 Develop and sustain effective working relationships with staff in other agencies</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the context of working in partnership	1.1 Identify the principal agencies in terms of their: <ul style="list-style-type: none"> <li>• Nature</li> <li>• roles</li> <li>• functions</li> <li>• policies and procedures</li> </ul> 1.2 Identify methods of communication and decision making when working in partnership 1.3 Identify the roles and responsibilities of key people who work in agencies involved in joint working arrangements 1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working 1.5 Explain benefits of working in partnership
2. Develop effective working relationships with staff in other agencies	2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties 2.2 Reach agreements about roles and responsibilities and arrangements for decision making 2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies 2.4 Confirm arrangements for joint working 2.5 Identify methods to monitor and review the progress of joint work 2.6 Obtain advice and support promptly when team discussion and supervision are appropriate

	2.7 Complete records and store them according to agency requirements 2.8 Communicate information to people who are authorised to have it
3. Maintain effective working relationships	3.1 Identify barriers to joint working 3.2 Explain methods of identifying and resolving conflict within and between agencies and between individuals 3.3 Explain methods of assessing the effectiveness of joint working relationships 3.4 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements 3.5 Identify ways in which joint working arrangements could be improved
<p><b>Additional information about this unit</b></p> <p><b>Arrangements for joint working:</b></p> <ul style="list-style-type: none"> <li>• appropriate to the nature and purpose of the work</li> <li>• likely to be effective in establishing and maintaining relationships</li> <li>• respect confidentiality while balancing risks of sharing or not sharing information</li> </ul> <p><b>Unit evidence requirements</b></p> <p>Evidence Requirements for this unit:</p> <p>You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below</p> <p><b>Special Considerations:</b></p> <p>Simulation is not permitted for this unit</p> <p>The nature of this unit means that all of your evidence must come from real work activities</p> <p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector</p> <p>Required sources of performance and knowledge evidence:</p> <p>Observation and/or Expert Witness Testimony is the required assessment method to be used to evidence some part of this unit</p> <p>If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit</p> <p>Other sources of performance and knowledge evidence:</p>	

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

**Unit Guidance**

The evidence for this unit is likely to come from:

the observation of the learner working with staff from other agencies

minutes of meetings

the learners' explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account

<p><b>Unit aim(s)</b></p>	<p>This unit is about sustaining and developing working relationships with staff in other organisations.          Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>This unit is directly related to the Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies</p>

<b>Title:</b>	<b>Y/616/5324 Support the assessment of individuals with sensory loss</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand types of assessments available to individuals with sensory loss	1.1 Describe types of assessments that are available to individuals with sensory loss 1.2 Explain the purpose of assessments available to individuals with sensory loss 1.3 Explain 'holistic assessment' for individuals with sensory loss 1.4 Explain 'eligibility criteria' in relation to the assessment of individuals with sensory loss
2. Understand roles involved in assessment of individuals with sensory loss	2.1 Explain own roles and responsibilities in supporting assessment of individuals with sensory loss 2.2 Explain roles and responsibilities of others in supporting assessment of individuals with sensory loss 2.3 Explain how to involve individuals with sensory loss in an assessment
3. Support assessment of individuals with sensory loss	3.1 Support an individual with sensory loss to actively participate in an assessment 3.2 Gather information for assessment of an individual with sensory loss using: <ul style="list-style-type: none"> <li>• <b>formal methods</b></li> <li>• <b>informal methods</b></li> </ul> 3.3 Agree areas of assessment of an individual with sensory loss that will require input from <b>others</b> 3.4 Contribute to the assessment of an individual with sensory loss within boundaries of own work role 3.5 Record observations of agreed areas for assessment of an individual with sensory loss in line with agreed ways of working 3.6 Provide records to support an assessment of an individual with

	sensory loss adhering to agreed ways of working
4. Review the effects of assessment on service delivery for an individual with sensory loss	<p>4.1 Review the impact of an assessment on service delivery for an individual with sensory loss</p> <p>4.2 Support the individual with sensory loss to identify the impact of an assessment on their <b>well being</b></p>
<p><b>Additional information about this unit</b></p> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> <li>• Specialist organisations</li> </ul> <p><b>Well Being</b> e.g.</p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical</li> </ul> <p><b>Formal and informal</b> methods could include:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Communication</li> <li>• Feedback from individuals</li> <li>• Feedback from families / carers / friends</li> <li>• Reviews</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support assessment of individuals with sensory loss.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning Outcomes 3 and 4 must be assessed in real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/616/5403 Enable individuals to negotiate different environments</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand factors that can affect an individual negotiating environments	1.1 Explain how <b>conditions and disabilities</b> impact on individuals negotiating environments 1.2 Explain how barriers to individuals negotiating environments can be minimised
2. Support an individual to negotiate environments	2.1 Explain own role and responsibilities in relation to supporting an individual to negotiate environments 2.2 Identify the <b>resources</b> that are available to support an individual to negotiate environments 2.3 Assess the risks associated with an individual negotiating: <ul style="list-style-type: none"> <li>• familiar environments</li> <li>• unfamiliar environments</li> </ul> 2.4 Work with <b>others</b> to develop a <b>plan</b> to support an individual to negotiate an environment 2.5 Support an individual to negotiate an environment following the agreed <b>plan</b>
3. Be able to review the support provided to an individual to negotiate an environment	3.1 Observe and record an individual's ability to negotiate an environment 3.2 Review a <b>plan</b> to negotiate an environment using: <ul style="list-style-type: none"> <li>• records of observation</li> <li>• feedback from an individual</li> <li>• feedback from others</li> </ul> 3.3 Reflect on own contribution in supporting an individual to negotiate an environment
<b>Additional information about this unit</b>	
<b>Conditions and/or disabilities</b> could include factors relating to: <ul style="list-style-type: none"> <li>• Sensory loss</li> </ul>	

- Physical health
- Mental health
- Physical disability
- Learning difficulty/disability
- Emotional health

**Others** could include:

- Other professionals
- Friends
- Carers / family members
- Advocates
- Colleagues

The **plan** will be person centred and will include:

- Risk assessment and could include:
- Environmental hazards
- Agreed methods of communication
- Level of support required
- Assistive technology / aids
- Other resources

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

<b>Title:</b>	<b>K/616/5327 Understand Stroke Care Management</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>36</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to support individuals to manage stroke according to legislation, policy and guidance	1.1 Summarise current legislation, local policy and guidance related to supporting individuals who have had a stroke 1.2 Explain what current best practice is in the initial stages of stroke care management 1.3 Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being 1.4 Describe the potential implications of mental capacity following a stroke
2. Understand specific communication factors affecting individuals following a stroke	2.1 Evaluate the <b>effects of stroke</b> on the brain in relation to the ability to communicate 2.2 Describe a range of common communication methods and <b>aids</b> to support individuals affected by a stroke 2.3 Analyse methods of facilitating communication using supported conversation techniques 2.4 Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication 2.5 Describe the effects on the individual of experiencing communication difficulties 2.6 Identify additional agencies and resources to support with communication needs
3. Understand changing physical needs of individuals affected by stroke	3.1 Describe the <b>changes in the brain</b> of an individual affected by a stroke 3.2 Describe the <b>physical effects</b> of stroke on an individual

	3.3 Explain the impact a stroke may have on swallowing and nutrition 3.4 Describe the possible effects of stroke on <b>sensory</b> ability 3.5 Analyse the fluctuating nature of effects of stroke on an individual
4. Understand the impact of the effects of stroke on daily living	4.1 Explain how the use of daily activities can promote recovery and independence 4.2 Explain the importance of <b>repetition</b> to promote recovery 4.3 Identify the effects of fatigue in stroke rehabilitation 4.4 Describe the implication of stroke on an individual's <b>lifestyle</b>
5. Understand the associated complications for an individual with stroke	5.1 Explain the <b>psychological and emotional</b> effects that the individual may experience with stroke 5.2 Describe the <b>cognitive</b> needs of the individual with stroke 5.3 Describe the <b>health needs</b> that may be associated with stroke
6. Understand the importance of adopting a person-centred approach in stroke care management	6.1 Explain how <b>person-centred values</b> must influence all aspects of stroke care management 6.2 Explain the importance of working in partnership with <b>others</b> to support care management 6.3 Describe the importance of working in ways that promote <b>active participation</b> in stroke care management
<b>Additional information about this unit</b>  <b>Effects of stroke</b> may include: <ul style="list-style-type: none"> <li>• Aphasia</li> <li>• Apraxia</li> <li>• Dysarthria</li> <li>• Aphasia and apraxia - these terms are often used interchangeably with dysphasia and dyspraxia</li> </ul> <b>Aids</b> may include: <ul style="list-style-type: none"> <li>• High tech (electronic technology)</li> <li>• Low tech (anything non-electronic)</li> </ul> <b>Changes in the brain</b> <ul style="list-style-type: none"> <li>• The dominant side of the brain</li> <li>• Non dominant side</li> </ul>	

**Physical effects** may include

- Fatigue
- Mobility
- Continence
- Pain
- Spatial awareness

**Sensory** includes:

- Vision
- Hearing

**Repetition** - this could mean repeating day to day activities or therapeutic remedies

**Psychological and emotional** needs may include:

- Self esteem
- Confidence
- Depression
- Mood swings
- Grieving process
- Anger and frustration
- Behaviour changes
- Isolation

**Cognitive** needs may include:

- Memory loss
- Perception
- Lack of inhibition
- Personality changes
- Emotional instability

**Health needs:**

- Medication
- Co-morbidity
- Complications e.g.
- Aspiration
- Airway obstruction
- Hypoxia
- Hypotension
- Hypertension
- Hyperglycaemia
- Bed sores

**Person centred values** include:

- Individuality
- Rights
- Choices

- Privacy
- Independence
- Dignity
- Respect
- Partnership

**Others** may include

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

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

**Lifestyle** includes:

- Driving
- Return to work
- Finances
- Benefits
- Sexuality
- Relationships
- Transport
- Leisure

**Unit aim(s)**

The aim of this unit is to provide an understanding of legislation, guidelines and best practice to support stroke care management. It will enable learners to explore the effects of stroke on an individual and to provide an understanding of how a

	person-centred approach may support stroke care management.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/616/5405 Contribute to raising awareness of health issues</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand factors affecting awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of <b>health issues</b> 1.2 Compare the roles of agencies and others who may be involved in raising awareness of health issues 1.3 Describe factors to consider when planning awareness-raising activities
2. Be able to recognise the need for raising awareness of health issues	2.1 Access information and support about health issues and approaches to raising awareness 2.2 Identify with others any health issues affecting <b>individuals</b> about which awareness needs to be raised 2.3 Review with <b>others</b> the demand for and interest in raising awareness of a particular health issue
3. Be able to assist in planning activities to raise awareness of health issues	3.1 Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities 3.2 Work with the team to plan a set of activities to raise awareness about a health issue
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities 4.2 Promote effective team work whilst the agreed plan is implemented 4.3 Encourage individuals and others to give feedback about awareness-raising activities
5. Be able to review the effectiveness of activities to raise awareness of health issues	5.1 Work with others to agree processes and criteria for reviewing the programme of activities. 5.2 Collate and present information about the activities.

	<p>5.3 Work with others to review the effectiveness of the programme.</p> <p>5.4 Make recommendations for changes to awareness-raising activities</p>
<p><b>Additional information about this unit</b></p> <p><b>Health issues</b> may include:</p> <ul style="list-style-type: none"> <li>• Specific health needs</li> <li>• Actions or behaviours that may put health or development at risk</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Co-workers, line manager and other professionals</li> <li>• Carers, friends and relatives of individuals</li> <li>• Others who are important to the well-being of individuals</li> </ul> <p>An <b>individual</b> is someone requiring care or support</p> <p>The <b>plan</b> may include:</p> <ul style="list-style-type: none"> <li>• aims, objectives, outcomes and target audience</li> <li>• media and communication formats</li> <li>• best options to meet aims</li> <li>• how to implement activities</li> <li>• how to monitor activities</li> <li>• roles and responsibilities</li> </ul> <p><b>Activities</b> may include:</p> <ul style="list-style-type: none"> <li>• Consultations</li> <li>• Interviews</li> <li>• Questionnaires</li> <li>• Presentations</li> <li>• Displays/posters</li> <li>• Discussion groups</li> <li>• Self-analysis checklists</li> </ul> <p><b>Information</b> may include information about:</p> <ul style="list-style-type: none"> <li>• Processes</li> <li>• Outcomes</li> <li>• Impact on target audience</li> <li>• Cost effectiveness</li> </ul>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>

	Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/618/5145 Support individuals with multiple conditions and/or disabilities</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the impact of multiple conditions and/ disabilities on individuals	1.1 Explain what is meant by the term multiple conditions and disabilities 1.2 Describe the possible multiple conditions and disabilities that an individual may have 1.3 Explain how multiple conditions and disabilities may impact on an individual's well-being and quality of life 1.4 Explain how multiple conditions and disabilities impact on an individual's opportunity to participate in a range of activities
2. Understand support available for individuals with multiple conditions and disabilities	2.1 Explain equipment available to support individuals with multiple conditions and disabilities 2.2 Explain resources available to support individuals with multiple conditions and disabilities 2.3 Explain the role of informal networks in providing support to individuals with multiple conditions and disabilities
3. Understand the different roles involved in supporting individuals with multiple conditions and disabilities	3.1 Explain own role and responsibilities in supporting individuals with multiple conditions and disabilities within agreed ways of working 3.2 Explain the roles and responsibilities of other professionals involved in supporting individuals with multiple conditions and disabilities
4. Assist individuals with multiple conditions and disabilities to engage in activities	4.1 Support an individual to identify their needs and preferences 4.2 Support an individual to identify resources to support engagement in activities

	<p>4.3 Support an individual to identify specialist equipment to support engagement in activities</p> <p>4.4 Support an individual to engage in <b>activities</b> that meet their identified needs and preferences</p>
<p>5. Be able to evaluate the support provided to an individual with multiple conditions and disabilities in order to engage in activities</p>	<p>5.1 Support the individual to assess how well the activity has met their needs and preferences</p> <p>5.2 Review with others the support given to an individual to engage in an activity</p> <p>5.3 Reflect on support given by yourself to an individual to engage in activities</p> <p>5.4 Explain how you have adapted your own practice to support the needs of an individual</p>
<p><b>Additional information about this unit</b> N/A</p>	
<p><b>Unit aim(s)</b></p>	<p>The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and disabilities.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Assessment criteria 4. 1,2,3,4 and 5.1, 2 must be assessed in a real work environment</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>F/618/5051 Understand the effects of ageing in activity provision</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the effects of human ageing	1.1 Describe the different physiological disorders that are associated with ageing 1.2 Describe the different psychological effects of the ageing process. 1.3 Describe the different mental health disorders associated with the ageing process 1.4 Describe the influences that culture has on perceptions of ageing
2. Understand the impact of age-related changes and activity	2.1 Explain how different age-related changes can impact on an individual's engagement in activity 2.2 Explain how engagement in activities can affect wellbeing in relation to ageing 2.3 Explain the ways in which an activity provider can address the challenges associated with age-related changes and engagement in an activity
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	This unit assesses the learner's understanding of the effects of ageing in relation to activity provision.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/618/5162 Principles of supporting an individual to maintain personal hygiene</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
2. Know how to support an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an individual 2.2 Identify routines that contribute to good personal hygiene 2.3 Describe how to support an individual to develop and improve personal hygiene routines 2.4 Explain how to support the wishes, needs and preferences of an individual whilst maintaining their independence during personal hygiene routines 2.5 Describe how to maintain the dignity of an individual when supporting intimate personal hygiene 2.6 Describe risks to own health in supporting an individual's personal hygiene routines and how to reduce them 2.7 Identify others involved in supporting an individual to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of underlying personal issues	3.1 Identify underlying personal issues that cause poor personal hygiene 3.2 Describe how to address underlying personal issues in relation to poor personal hygiene
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with the knowledge and

	understanding of providing hygiene support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/618/5092 Supporting individuals in their relationships</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand factors affecting the capacity of individuals to develop or maintain relationships	1.1 Explain reasons why <b>individuals</b> may find it difficult to establish or maintain <b>relationships</b> 1.2 Identify and explain the different types of support available for individuals who find it difficult to establish or maintain relationships 1.3 Explain how an individual's capacity to establish or maintain relationships may affect the support provided 1.4 Explain the importance of ensuring confidentiality when providing support for individuals who find it difficult to establish or maintain relationships
2. Understand how to support individuals in establishing positive relationships	2.1 Identify the characteristics of positive relationships. 2.2 Identify the characteristics of detrimental or harmful relationships. 2.3 Identify specific relationships that are likely to be beneficial for the individual
3. Support individuals in developing positive relationships	3.1 Identify and explain the types of support an individual needs to extend their social network 3.2 Identify and explain the level of support an individual needs to develop positive relationships 3.3 Produce a tailored support package for an individual to help extend their social network and develop positive relationships
4. Support individuals to maintain existing relationships	4.1 Identify and explain the types of support an individual needs to maintain existing relationships with family or friends

	<p>4.2 Maintain existing relationships with family or friends</p> <p>4.3 Support an individual to assess the level of support they need to maintain existing relationships with family or friends</p> <p>4.4 Produce a tailored support package for an individual to help maintain existing relationships with family or friends</p>
<p>5. Work with individuals to review the support provided for relationships</p>	<p>5.1 Use criteria, agreed with an individual, to evaluate how effective support for a relationship has been provided</p> <p>5.2 Ensure that the individual and others as appropriate are actively involved in the review process</p> <p>5.3 Produce a report on the support given to an individual, giving suggestions for improvement to meet the individuals support needs</p>
<p><b>Additional information about this unit</b></p> <p><b>Relationships</b> may include:</p> <ul style="list-style-type: none"> <li>• family relationships</li> <li>• friendships</li> <li>• social networks</li> <li>• moved to here</li> </ul> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• feedback from the individual and others</li> <li>• observations</li> <li>• records</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's well-being</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist</p>	
<p><b>Unit aim(s)</b></p>	<p>This unit provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>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.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>J/618/5147 Diabetes Awareness</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>7</b>
<b>GLH:</b>	<b>46</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand diabetes and the associated implications	1.1 Define diabetes 1.2 Identify prevalence rates for different types of diabetes 1.3 Describe possible long-term complications to health as a result of having diabetes 1.4 Explain what is meant by the term hyperglycaemia 1.5 Explain the procedure for referring an individual with diabetes to <b>others</b>
2. Know the most common types of diabetes and their causes	2.1 Describe key features of Type 1 diabetes 2.2 Describe key features of Type 2 diabetes 2.3 List the most common possible causes of diabetes: <ul style="list-style-type: none"> <li>• Type 1</li> <li>• Type 2</li> </ul> 2.4 Describe the likely signs and symptoms of diabetes 2.5 Outline contributing risk factors that may lead to the development of Type 2 diabetes
3. Understand how to implement a person-centred approach when supporting individuals with diabetes	3.1 Define <b>person-centred</b> support in the treatment of diabetes 3.2 Explain the importance of using individualised care plans to support individuals with diabetes 3.3 Explain the care pathway for the individual with newly diagnosed Type 2 diabetes 3.4 Explain what self-care skills are 3.5 Explain how to work with an individual, and or their carer, to optimise self-care skills

	3.6 Explain the importance of supporting individuals to make informed decisions
4. Understand the nutritional needs of individuals with diabetes	4.1 Explain the principles of maintaining a balanced diet 4.2 Analyse how <b>different carbohydrates</b> affect blood glucose level 4.3 Explain the role of the nutritional plan and how to report any related problems
5. Understand factors relating to an individual's experience of diabetes	5.1 Describe how <b>different individuals</b> may <b>experience</b> living with diabetes 5.2 Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes 5.3 Explain how an individual can manage their diabetes through different aspects of their lifestyle
6. Understand the importance of monitoring diabetes	6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes 6.2 Identify the normal parameters for blood pressure 6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes 6.4 State the normal blood glucose range 6.5 Explain the purpose of accurate urine monitoring for individuals with diabetes 6.6 Describe the annual review checks needed to screen for long term complications
7. Understand the links between diabetes and other conditions	7.1 Explain the links between diabetes and: <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Glaucoma</li> <li>• Depression</li> <li>• Pregnancy</li> </ul>
<b>Additional information about this unit</b>  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• Care workers</li> <li>• Colleagues</li> <li>• Managers</li> <li>• GP</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Dietician</li> <li>• Podiatrist</li> <li>• Community Diabetes Specialist Nurse</li> </ul>	

- Diabetes Care Advisors
- Advocate
- Support groups

**Person-centred** - this is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes and preferences

**Individuals** - are people requiring care or support

**Different carbohydrates** - carbohydrates act as the body's main source of energy. They are essential sugars that are broken down by the body during digestion. There are two categories of carbohydrates, and three types within those categories:  
 Simple – simple carbohydrates are also known as simple sugars. These simple carbs give the body a quick energy boost. Natural sugar from fruit, table sugar and sugar from milk all fall into this category.

Complex – Fibre and starch are complex carbs that take longer for the body to digest. Vegetables, breads, rice, whole grains and pasta are examples of complex carbohydrates

**Different individuals** – depending on age, type of diabetes and level of ability and disability

**Experience** living – to include the impact on the individual's physical, physiological and mental well-being

<b>Unit aim(s)</b>	This unit will enable learners to explore what diabetes is, the different types of diabetes and how a person-centred approach may support an individual to manage diabetes.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>Y/618/5265 Prepare environments and resources for use during healthcare activities</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to manage environments for use during healthcare activities	1.1 Describe how the environment is prepared, maintained and sanitised to ensure it is ready for the healthcare activity 1.2 Describe the roles and responsibilities of team members in the management of the environment and resources 1.3 Explain how to report problems with the environment and who to report problems to 1.4 Explain the impact of environmental changes on resources including their storage and use
2. Prepare environments, medical equipment, devices and resources for use during healthcare activities	2.1 Apply the relevant health and safety measures to the healthcare activity and environment 2.2 Apply standard precautions for infection prevention and control 2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort 2.4 Ensure all essential resources are available in advance of planned healthcare activities 2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out 2.6 Report any problems with medical equipment, devices and resources as required 2.7 Ensure the relevant equipment and medical devices are selected, prepared

	<p>and functioning within the agreed parameters prior to use</p> <p>2.8 Prepare resources for the activity in line with clinical governance</p>
<p>3. Ensure that environments and resources are ready for their next intended use</p>	<p>3.1 Describe the importance of ensuring that environments are ready for their next use</p> <p>3.2 Outline the factors that influence the readiness of environments for use in health care activities</p> <p>3.3 Demonstrate how to make safe and clean re-useable items prior to storage in accordance with agreed policies</p> <p>3.4 Dispose of used, damaged or out of date items safely</p> <p>3.5 Return un-opened, unused and surplus resources to the correct location for storage</p> <p>3.6 Monitor the available levels of consumable materials used in healthcare activities</p> <p>3.7 Replenish consumable materials used in healthcare activities in accordance with protocols</p> <p>3.8 Demonstrate that all information is accurately recorded as specified in local policies</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim(s)</b></p>	<p>This unit is aimed at health and social care staff who prepare for individual's health care intervention, treatment or therapy and ensure that the environment is cleaned, cleared and left ready for the next intended use.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>T/616/5475 Support individuals to maintain personal hygiene</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important 1.2 Identify the effects of poor personal hygiene on health and well-being
2. Be able to support <b>individuals</b> to maintain personal hygiene	2.1 Support an individual to understand <b>factors</b> that contribute to good personal hygiene 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values and beliefs 2.3 Support the individual to develop awareness of the impact of poor hygiene on others 2.4 Support the <b>preferences, needs</b> and wishes of the individual while maintaining their independence 2.5 Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene 2.6 Identify <b>risks</b> 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 <b>others</b> who may be involved in supporting the individual to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of other <b>underlying personal issues</b>	3.1 Identify underlying personal issues that may be a cause of poor personal hygiene 3.2 Describe how <b>underlying personal issues</b> might be addressed

**Additional information about this unit**

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

**Factors** may include:

- Washing
- Showering/bathing
- Washing hair
- Cleaning clothes
- Keeping nails clean
- Washing hands after using the toilet
- Shaving

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

**Maintaining dignity** includes

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

**Risks** – from infection and reduction through infection control techniques

**Others** may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

**Underlying personal issues** may include

- financial issues
- abuse
- health issues

<b>Unit aim(s)</b>	<p>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.</p> <p>Learning outcome 2 must be assessed in a real work environment</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>HSC 27, 29, 218, 219, 220</p>

<b>Title:</b>	<b>F/616/5401 Theories of relationships and social networks</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>29</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand relationship theories underpinning adult care practice	1.1 Explain principles of relationship theories 1.2 Analyse how relationship theories enhance health and social care practice
2. Understand factors that can affect the process of a relationship	2.1 Explain the processes involved in the development, maintenance and breakdown of relationships 2.2 Analyse <b>influences</b> on the development, maintenance and breakdown of relationships
3. Understand the influence of relationships on well-being and self esteem	3.1 Explain the effects of supportive relationships and social networks on an individual's well-being and self esteem 3.2 Analyse the impact of difficult relationships on an individual's well-being and self esteem
<b>Additional information about this unit</b>	
<b>Influences:</b> Social factors; economic factors; cultural factors; psychological factors; physical factors.	
<b>Unit aim(s)</b>	This unit provides the learner with the knowledge required to understand supportive relationships and social networks in adult care settings, and how they can affect an individual's well-being and self-esteem.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/616/5413 Support individuals to stay safe from harm or abuse</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how legislative frameworks support the <b>safeguarding of individuals</b>	1.1 Describe legislation and national policies that relate to the safeguarding of individuals 1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks
2. Support individuals to gain understanding of behaviours and situations that may make them vulnerable to <b>harm or abuse</b>	2.1 Identify the <b>factors</b> that make an individual vulnerable to harm or abuse. 2.2 Work with an individual and <b>key people</b> to identify actions, behaviours and situations that may lead to harm or abuse to the individual 2.3 Describe the common features of perpetrator behaviour 2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable 2.5 Support an individual to gain understanding of the risks associated with the use of <b>electronic communications</b>
3. Support individuals to gain understanding about how to stay safe	3.1 Support an individual to gain understanding about their right to stay safe 3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe 3.3 Work with an individual and balance their rights, responsibilities and risks. 3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse

<p>4. Work in ways that support individuals to stay safe</p>	<p>4.1 Engage with an individual in a way that supports trust and rapport</p> <p>4.2 Support an individual to express their fears, anxieties or concerns that they may have about their own safety</p> <p>4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused</p> <p>4.4 Take action to deal with risks that may lead to harm or abuse</p> <p>4.5 Support an individual to understand the workers' responsibility to share information about potential or actual harm or abuse</p> <p>4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court</p> <p>4.7 keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed</p> <p>4.8 Explain the actions that should be taken if reported concerns are not acted upon</p> <p>4.9 Access support in situations that are outside your expertise, experience, role and responsibility</p> <p>4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse</p>
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**Additional information about this unit**

**Safeguarding** is working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies

**Individuals** refers to an adult, child or young person who is accessing a social care service

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

<p><b>Harm or abuse</b> may include Cyber Bullying; neglect; physical; emotional; sexual; financial abuse; bullying; self-harm and discrimination</p> <p><b>Factors</b> would include factors that make someone more vulnerable, these may relate to the individual, to their personal circumstances, to the work setting or to their environment</p> <p><b>Electronic communications</b> may include the use of Smart phones, tablets, laptops that can access the internet, including social networking sites</p>	
<b>Unit aim(s)</b>	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>SCDHSC0024 – Support the safeguarding of individuals.</p> <p>SCDHSC0034 – Promote the safeguarding of children and young people.</p> <p>SCDHSC0035 – Promote the safeguarding of individuals.</p> <p>SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse.</p> <p>SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse.</p> <p>SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people.</p> <p>SCDHSC0045 – Lead practice that promotes the safeguarding of individuals.</p>

<b>Title:</b>	<b>F/618/5146 Understand the factors affecting older people</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the impact of the ageing process on <b>older people</b>	1.1 Describe changes that may come with ageing 1.2 Explain how the experience of the ageing process is unique to each individual 1.3 Analyse the potential impact of <b>factors associated with ageing</b> Describe how a positive approach to ageing can contribute to the health and well-being of an <b>individual</b>
2. Understand attitudes of society to older people	2.1 Describe the contributions to society made by older people 2.2 Explain what is meant by <b>age discrimination</b> 2.3 Explain how societal attitudes and beliefs impact on older people 2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people
3. Understand the importance of using person centred approaches with older people	3.1 Describe how the effects of ageing can affect the <b>day to day life</b> of older people 3.2 Describe ways of using a <b>person-centred approach</b> to enable older people to make positive contributions to their community 3.3 Explain the importance of social inclusion for older people 3.4 Outline barriers to social inclusion for older people
4. Understand the importance of independence for older people	4.1 Explain how independence can contribute to the wellbeing of older people

	<p>4.2 Describe how to support older people to maintain independence</p> <p>4.3 Describe how older people can be in control of decision making about their care and support needs</p> <p>4.4 Explain how to encourage older people to take positive risks</p>
<p><b>Additional information about this unit</b></p> <p><b>Older people</b> are defined as those who are over 50</p> <p><b>Factors associated with ageing</b> to include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Cognitive</li> <li>• Environmental</li> <li>• Financial /Economic</li> </ul> <p>The <b>individual</b> is the person requiring care or support</p> <p><b>Age discrimination</b> may include any legal definition where one exists</p> <p><b>Day to day life</b> may include:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• family role</li> <li>• social status</li> <li>• access to community facilities</li> <li>• personal care</li> <li>• independence</li> <li>• lack of social support</li> <li>• lack of material well being</li> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to social and leisure activities</li> <li>• health care</li> <li>• sensory loss</li> </ul> <p><b>Person centred approach</b> is one that fully recognises the uniqueness of the individual and establish this as the basis for planning and delivery of care and support. The approach promotes dignity for older people</p>	
<b>Unit aim(s)</b>	<p>This unit develops the learner’s understanding of the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an</p>

	underpinning value in working with older people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/616/5319 Understand how to support individuals with autistic spectrum conditions</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the characteristics of autistic spectrum conditions	1.1 Describe a range of conditions in the autistic spectrum 1.2 Explain how autistic spectrum conditions are diagnosed 1.3 Describe difficulties experienced by individuals with autistic spectrum conditions that are: <ul style="list-style-type: none"> <li>• sensory</li> <li>• perceptual</li> </ul> 1.4 Describe other conditions that are associated with the autistic spectrum 1.5 Describe how language ability varies across the autistic spectrum between: <ul style="list-style-type: none"> <li>• individuals</li> <li>• sub-groups</li> </ul> 1.6 Describe how intellectual ability varies across the spectrum between: <ul style="list-style-type: none"> <li>• individuals</li> <li>• sub-groups</li> </ul>
2. Understand different theories and concepts about autism	2.1 Explain theories about autism related to: <ul style="list-style-type: none"> <li>• brain function</li> <li>• genetics</li> <li>• psychology</li> </ul> 2.2 Describe the strengths and limitations of different types of terminology related to autism 2.3 Outline controversies concerning the search for <ul style="list-style-type: none"> <li>• cures</li> <li>• interventions for autistic spectrum conditions</li> <li>• and for pre-natal diagnosis</li> </ul>

	<p>2.4 Explain why it is important to take into account individual differences when supporting individuals</p> <p>2.5 Explain how the work of autistic rights groups has influenced the support for individuals with an autistic spectrum condition</p>
<p>3. Understand the legal and policy frameworks that underpin good practice in the support of individuals with autistic spectrum conditions</p>	<p>3.1 Outline legislation, policies and procedures that relate to individuals with autistic spectrum conditions</p> <p>3.2 Explain how the application of legislation, policies and procedures may differ according to the particular needs of individuals</p>
<p>4. Understand how autistic spectrum conditions affects the lives of <b>individuals</b> and <b>others</b></p>	<p>4.1 Explain ways in which autism affects the everyday lives of:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• others</li> </ul> <p>4.2 Explain how autistic spectrum conditions affects individuals in different ways</p>
<p>5. Understand how to achieve effective communication with individuals with an autistic spectrum condition</p>	<p>5.1 Describe how displays of challenging behaviour are a way of expressing emotions for individuals with autistic spectrum conditions</p> <p>5.2 Describe ways to support communication with an individual with an autistic spectrum condition</p> <p>5.3 Explain how to adapt own communication approaches to meet the needs of individuals with autistic spectrum conditions</p>
<p>6. Understand how to support individuals with an autistic spectrum condition</p>	<p>6.1 Explain how person-centred planning is used to support an individual's <b>specific preferences and needs</b></p> <p>6.2 Explain why the views of <b>others</b> are used in person-centred planning and support</p> <p>6.3 Describe how to support individuals with an autistic spectrum condition to learn and develop new skills</p> <p>6.4 Explain how to adapt the environment to</p> <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation</li> </ul> <p>6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from <b>harm</b></p>

	<p>6.6 Explain how the changing needs of individuals with autistic spectrum conditions affect:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family</li> </ul> <p>6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition</p>
<p><b>Additional information about this unit</b></p> <p><b>Individuals and others</b> may be the:</p> <ul style="list-style-type: none"> <li>• service user</li> <li>• themselves</li> <li>• parents, families and carers</li> </ul> <p><b>Specific preferences and needs</b> are the wants that a person may have and how these will be met by all of those involved</p> <p><b>Others</b> may be:          those involved in the care and wellbeing of the person including families, parents and carers, social workers, nurses, GP's, occupational therapists, speech and language therapists and psychologists</p> <p><b>Harm</b> may include:          Injuries that a person may inflict on themselves as a result of not having the specific support that they need or abuse inflicted upon them by others who may not have that person's best interests at heart</p>	
<b>Unit aim(s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>J/616/5416 Promote nutrition and hydration in health and social care settings</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>34</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand what makes up a <b>balanced diet</b>	1.1 Define the main food groups 1.2 Identify sources of essential nutrients. 1.3 Explain the role of essential nutrients for health 1.4 Evaluate the impact of poor diet on <b>health</b> and <b>wellbeing</b> 1.5 Explain what adaptations to a balanced diet may be required for <b>different groups</b>
2. Understand nutritional guidelines	2.1 Summarise current national <b>nutritional guidelines</b> for a balanced diet 2.2 Explain how to access additional support and information relating to nutrition and hydration
3. Promote nutrition in health and social care settings	3.1 Explain the importance of a balanced diet to an individual 3.2 Plan an appropriate balanced diet with an <b>individual</b> 3.3 Promote an appropriate <b>balanced diet</b> with an individual 3.4 Evaluate the effectiveness of different ways of promoting healthy eating
4. Encourage hydration in health and social care settings	4.1 Explain the importance of hydration to an individual 4.2 Describe signs of dehydration to an individual 4.3 Support and promote hydration with individuals 4.4 Evaluate ways of supporting and promoting hydration
5. Understand how to prevent malnutrition in health and social care settings	5.1 Explain the <b>factors</b> that may affect nutritional intake

	5.2 Explain the <b>risk factors</b> that may lead to malnutrition 5.3 Describe the signs of malnutrition 5.4 Explain <b>fortification of foods and drinks</b> 5.5 Describe the appropriate use of <b>nutritional supplements</b>
6. Carry out nutritional screening in health and social care settings	6.1 Describe the purpose of <b>nutritional screening</b> . 6.2 Carry out nutritional screening with an individual. 6.3 Implement the actions identified by nutritional screening. 6.4 Monitor, record and review the actions taken following nutritional screening
7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings	7.1 Describe the roles and responsibilities of <b>others</b> in managing the nutritional and hydration needs of individuals 7.2 Explain ways in which nutrition and hydration can be monitored 7.3 Monitor and record nutrition and hydration of an individual in accordance with their <b>plan of care</b>
8. Understand factors that affect <b>special dietary requirements</b> in health and social care settings	8.1 Describe factors that may promote healthy eating for different groups 8.2 Describe factors that may create barriers to healthy eating for different groups 8.3 Explain why individuals may have special dietary requirements
<b>Additional information about this unit</b>  <b>Balanced Diet:</b> A diet containing adequate energy and all of the essential nutrients that cannot be synthesized in adequate quantities by the body, in amounts adequate for growth, energy needs, nitrogen equilibrium, repair and maintenance of normal health  <b>Health and well-being</b> can be described as the absence of physical illness, disease and mental distress. This is a negative definition of health and well-being  <b>Different groups</b> can be: people who are older, those with dementia or learning disabilities  <b>Nutritional Guidelines:</b> The Government recommends that all individuals should consume a diet that contains: <ul style="list-style-type: none"> <li>• plenty of starchy foods such as rice, bread, pasta and potatoes (choosing wholegrain varieties when possible)</li> </ul>	

- plenty of fruit and vegetables; at least 5 portions of a variety of fruit and vegetables a day
- some protein-rich foods such as meat, fish, eggs, beans and non-dairy sources of protein, such as nuts and pulses
- some milk and dairy, choosing reduced fat versions or eating smaller amounts of full fat versions or eating them less often
- just a little saturated fat, salt and sugar

The **individual** is the person who is following the healthy eating routine

Factors that may affect nutritional intake may vary for person to person and could be down to physical and mental health issues

**Risk factors** that may lead to malnutrition may be: Lack of capacity and or understanding of nutrition or ability to monitor their own intake

**Fortification** of food and drinks may include vitamins and nutrients added to them to boost health benefits of the product

**Nutritional supplements** may be used for people who have low immune systems due to previous or existing illness or by those who feel that they may benefit as they lack certain essential vitamins in their bodies

**Nutrition screening** is the process of identifying patients at high nutritional risk so that more extensive nutrition assessment can be performed

**Others** may include: Parents, families and carers, GP's, Nurses and Dieticians

The **plan of care** is the person-centred plan that should detail how nutrition and hydration will be implemented and followed with the person concerned

**Special dietary requirements** are the needs of the person concerned and these should be implemented in order to maximise the health and wellbeing of the individual

<b>Unit aim(s)</b>	This unit aims to assess the learners understanding and application of how to promote the importance of healthy diets and nutrition in the health and social care setting.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/616/5317 Maintain the independent advocacy relationship</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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. Be able to deal positively with conflict	2.1 Identify a range of situations and people where conflict may arise in your working role 2.2 Develop positive strategies in resolving conflict
3. Maintain accurate records	3.1 Explain the importance of recording and maintaining accurate records 3.2 Identify a range of information which is relevant and is irrelevant 3.3 Use appropriate templates to record information
4. Be able to prioritise competing work commitments	4.1 Identify essential and non-essential advocacy tasks 4.2 Prioritise competing commitments and tasks
5. Be able to use personal value base and power appropriately	5.1 Explain personal motivation and the importance of providing Independent Advocacy Support 5.2 Identify own personal values in relation to mental health, disability, human rights, participation and best interests 5.3 Identify sources of personal power

6. Be able to 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 advocacy practice 6.5 Use supervision to identify opportunities to improve skills and knowledge 6.6 Use supervision to explore emotional and practical challenges
7. Be able to 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. Be able to respond to concerns of abuse	8.1 Identify potential safeguarding 8.2 Explain protection procedures 8.3 Explain how to 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
<b>Additional information about this unit</b> N/A	
<b>Unit aim(s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in line with Skills for Care and Development's and RQF Assessment Principles.  Assessment criteria 1.2. 3.3. 4.2. 6.3,,4,5,,6. 7.2,3. 8.4,5 need to be assessed in the workplace.  Use of simulation may only be used in exceptional circumstances and must be

	<p>discussed with your quality manager on an individual basis.</p> <p>Witness testimony would be the preferred method of gathering evidence if observation is not possible.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Promote the equality, diversity, rights and responsibilities of individuals</p> <p>Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>Develop your knowledge and practice</p> <p>Communicate effectively with individuals and others</p> <p>Contribute to the protection of individuals from harm and abuse</p> <p>Present individuals' needs and preferences</p> <p>Develop practices which promote choice, wellbeing and protection of all individuals</p>

<b>Title:</b>	<b>J/618/5052 Assess the needs of carers and families</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the contribution that families and carers make in providing care for <b>individuals</b>	1.1 Analyse the role of families and unpaid carers in social care to include the appropriate demographic information 1.2 Explain the rights of families and carers when providing care to individuals 1.3 Describe the benefits to <b>society</b> of family and unpaid carers providing care for individuals 1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care
2. Engage with families and carers who are providing care for individuals	2.1 Support families and carers to speak about their feelings and experiences of providing care to individuals 2.2 Use <b>active listening</b> skills to identify unspoken feelings and emotions of families and carers 2.3 Support families and carers to understand their rights and responsibilities 2.4 Support families and carers to carry out their caring role 2.5 Explain to families and carers the additional support that is available to them 2.6 Gain consent from families and carers to speak with other organisations and professionals about their circumstances
3. Assess the needs of families and carers	3.1 Support families and carers to identify and access the support they need to meet the needs of an individual 3.2 Identify with families and carers the areas of care which they want to retain and those areas they do not

	<p>3.3 Support families and carers to identify their wishes and needs for their own well-being</p> <p>3.4 Gather additional information from <b>agreed</b> others</p> <p>3.5 Share the record of assessment with families and carers</p>
<p>4. Be able to identify a plan to support families and carers</p>	<p>4.1 Support families, carers and others to identify resources to address their <b>needs and wishes</b></p> <p>4.2 Support families, carers and others to develop a <b>plan of action</b> to access the appropriate resources</p> <p>4.3 Support families, carers and others to implement the plan of action</p>
<p><b>Additional information about this unit:</b></p> <p>The <b>individual</b> is the person requiring care or support</p> <p><b>Society</b> may include:</p> <ul style="list-style-type: none"> <li>• Local Authority provision</li> <li>• NHS</li> <li>• Individuals and others</li> <li>• Communities</li> </ul> <p><b>Active listening</b> may include:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Clarification</li> <li>• Questioning techniques</li> <li>• Non verbal messages</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Agencies</li> <li>• Line manager</li> </ul> <p><b>Agreed:</b></p> <ul style="list-style-type: none"> <li>• Others whom the family and carers have agreed can be consulted to either obtain or share information</li> </ul> <p><b>Resources</b> may include:</p> <ul style="list-style-type: none"> <li>• Family or neighbours</li> <li>• Community resources</li> <li>• Voluntary organisations</li> <li>• Statutory support in terms of additional domiciliary care</li> <li>• Respite for carers to have time for themselves</li> </ul>	

<p><b>Needs and wishes</b> may include:</p> <ul style="list-style-type: none"> <li>• Additional support to alleviate the physical input by the carer</li> <li>• Time to have a holiday</li> <li>• Go to the hairdressers</li> <li>• Time with their peers to do fun things.</li> </ul> <p><b>Plan of action</b> may include:</p> <ul style="list-style-type: none"> <li>• Plans of Care</li> <li>• Person centred plans.</li> </ul> <p>It may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves and may identify a recreational activity</p>	
<b>Unit aim(s)</b>	The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/618/5163 Test for substance misuse</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Prepare to test individuals for substance use	1.1 Identify those individuals to be tested for substance misuse and make arrangements for tests to be witnessed or verified, where required 1.2 Demonstrate that the environment in which the tests are to be carried out, and the procedures to be used comply with safeguarding and health, safety and security policies, and afford privacy and dignity 1.3 Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not cooperating with the testing procedures 1.4 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested 1.5 Obtain the individuals consent for testing procedures 1.6 Explain clearly and precisely to individuals what they have to do in order to provide their samples
2. Test for substances	2.1 Take the appropriate samples (e.g. breath, urine, blood, hair, saliva) according to clinical and organisational policies and procedures 2.2 Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures 2.3 Follow the supplier's/manufacture's instructions for use of testing equipment, where appropriate

	2.4 Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures 2.5 Explain the possible causes of false readings in the different types of tests carried out
3. Communicate outcomes of testing for substances	3.1 Communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences of the outcome 3.2 Obtain individual's informed consent when test results are to be shared with other practitioners 3.3 Complete accurate records of tests and associated reports in accordance with organisational policy and procedure

### **Additional information about this unit**

#### **Evidence Requirements for this unit:**

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

#### **Special Considerations:**

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

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

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

#### **Required sources of performance and knowledge evidence:**

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

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

#### **Other sources of performance and knowledge evidence:**

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

#### **Unit Guidance**

The evidence for this unit is likely to come from:

<p>a. The observation of the candidate carrying out a test with an individual.</p> <p>b. Test result records</p> <p>c. The candidate's explanation of their work with an individual recorded either through professional discussion or a reflective account</p>	
<b>Unit aim(s)</b>	This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>This unit is directly related to the Skills for Health/DANOS national occupational standard:</p> <p>AE1 Test for substance use</p> <p>This also appears in Health and Social Care Standards as HSC363.</p>

<b>Title:</b>	<b>Y/616/5386 Understand how to provide support in end of life care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>33</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand current approaches to end of life care	1.1 Analyse the impact of national and local drivers on current approaches to end of life care 1.2 Evaluate how <b>tools for end of life care</b> can support the <b>individual</b> and <b>others</b> 1.3 Analyse the stages of the local end of life care pathway
2. Understand an individual's response to their anticipated death	2.1 Evaluate models of loss and grief 2.2 Describe how to support the individual throughout each stage of grief 2.3 Explain the need to explore with each individual their own specific areas of concern as they face death 2.4 Describe how an individual's awareness of spirituality may change as they approach end of life
3. Understand factors regarding communication for those involved in end of life care	3.1 Explain the principles of effective listening and information giving 3.2 Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately 3.3 Explain the internal and external coping strategies of individuals and others when facing death and dying 3.4 Explain the importance of ensuring effective channels of communication are in place with others
4. Understand how to support those involved in end of life care situations	4.1 Describe possible emotional effects on staff working in end of life care situations 4.2 Evaluate sources of support for staff providing end of life care

	4.3 Identify areas in group care situations where others may need support in end of life care situations 4.4 Outline sources of emotional support for others in end of life care situations
5. Understand how <b>symptoms</b> might be identified in end of life care	5.1 Identify symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself 5.2 Describe how symptoms can cause an individual and others distress and discomfort 5.3 Describe signs of approaching death 5.4 Evaluate techniques for relieving symptoms
6. Understand advance care planning	6.1 Explain the difference between a care or support plan and an advance care plan 6.2 Identify where to find additional information about advance care planning 6.3 Describe own role in advance care planning 6.4 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
<p><b>Additional information about this unit</b></p> <p>Examples of <b>tools for end of life care</b>:</p> <ul style="list-style-type: none"> <li>• Liverpool Care Pathway</li> <li>• Gold Standards Framework or equivalent</li> <li>• Preferred priorities of care</li> <li>• Advance care plan approaches</li> <li>• Welsh integrated care pathway</li> <li>• National end of life strategy 'Six steps'</li> </ul> <p><b>Individual</b> - is the person receiving support or care in the work setting</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care Worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> </ul>	

<ul style="list-style-type: none"> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Clinical nurse specialists</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/618/5112 Promote rights and values in assistive technology in social care</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand rights and values for <b>assistive technology</b>	1.1 Describe where human rights are underpinned by legislation and codes of practice 1.2 Explain how assistive technology can promote an <b>individual's</b> human rights 1.3 Explain how assistive technology may conflict with an individual's human rights 1.4 Explain the potential conflicts of interest where assistive technology may be adopted as a substitute for direct support 1.5 Explain how to support an individual and <b>others</b> to challenge implementation of assistive technology
2. Understand how assistive technology can support the rights of an individual and others	2.1 Explain ways in which assistive technology can promote: <ul style="list-style-type: none"> <li>• dignity</li> <li>• autonomy</li> <li>• privacy</li> <li>• confidentiality</li> </ul> 2.2 Explain the potential of assistive technology to breach an individual's: <ul style="list-style-type: none"> <li>• dignity</li> <li>• autonomy</li> <li>• privacy</li> <li>• confidentiality</li> </ul> 2.3 Explain how assistive technology may gather personal data about individuals and others 2.4 Explain the safeguards that can be put in place to protect personal data

<p>3. Be able to support the rights of an individual and others in the implementation of assistive technology</p>	<p>3.1 Support an individual and others to understand the benefits of assistive technology to their:</p> <ul style="list-style-type: none"> <li>• dignity</li> <li>• autonomy</li> <li>• privacy</li> <li>• confidentiality</li> </ul> <p>3.2 Work with an individual and others to address conflicts between proposed assistive technology solution and their human rights</p> <p>3.3 Support an individual and others to understand the risks of assistive technology to their:</p> <ul style="list-style-type: none"> <li>• dignity</li> <li>• autonomy</li> <li>• privacy</li> <li>• confidentiality</li> </ul> <p>3.4 Ensure an individual and others are informed about the use of their personal data</p>
<p><b>Additional information about this unit</b></p> <p><b>Assistive technology</b> may include:</p> <p><b>Electronic:</b> e.g.</p> <ul style="list-style-type: none"> <li>• sensor mats/pads</li> <li>• pendants/telecare</li> <li>• echo bot/reminding tool</li> <li>• key pad entries</li> <li>• keys with lights</li> <li>• applications for budgeting/direction finding/instructions</li> <li>• talking books</li> </ul> <p><b>Physical:</b> e.g.</p> <ul style="list-style-type: none"> <li>• kettle tippers</li> <li>• jar openers</li> <li>• special cutlery/utensils</li> <li>• key safe box</li> <li>• stocking aids</li> </ul> <p><b>Organisational</b> e.g.</p> <ul style="list-style-type: none"> <li>• iPads/apps/tablets</li> <li>• PCs/laptops</li> <li>• video links</li> <li>• webinars</li> <li>• software packages</li> </ul>	

<p><b>Remotely or virtually operated assistive technology</b></p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• team members</li> <li>• carers</li> <li>• families</li> <li>• other professionals</li> </ul>	
<b>Unit aim(s)</b>	<p>The purpose of this unit is to assess the learner's knowledge, understanding and skills required to support the implementation of assistive technology taking into account the key areas of values, dignity and human rights.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p> <p>Learning outcome 3 must be assessed in the work setting.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>K/616/5246 Undertake agreed pressure area care</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores 1.2 Identify pressure sites of the body 1.3 Identify factors which might put an <b>individual</b> at risk of skin breakdown and pressure sores 1.4 Describe how incorrect handling and moving techniques can damage the skin 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores 1.6 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care 2.2 Describe agreed ways of working relating to pressure area care 2.3 Describe why team working is important in relation to providing pressure area care
3. Be able to follow the agreed care plan	3.1 Describe why it is important to follow the agreed care plan 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care 3.4 Describe actions to take where any concerns with the agreed care plan are noted 3.5 Identify the pressure area risk assessment tools which are used in own work area

	3.6 Explain why it is important to use risk assessment tools
4. Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure 4.2 Describe safe use of aids and equipment 4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment</li> <li>• resources</li> </ul>
5. Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines 5.2 Obtain <b>valid consent</b> for the pressure area care
6. Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes <b>active participation</b></li> <li>• promotes partnership working</li> </ul> 6.2 Apply standard precautions for infection prevention and control 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing 6.4 Move an individual using approved techniques and in accordance with the agreed care plan 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions 6.6 Communicate effectively with the individual throughout the intervention 6.7 Complete all records and documentation accurately and legibly

**Additional information about this unit**

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

**Valid consent** must be in line with agreed UK country definition

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

individual is regarded as an active partner in their own care or support, rather than a passive recipient	
<b>Unit aim(s)</b>	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CHS5

<b>Title:</b>	<b>Y/616/5288 Undertake physiological measurements</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• differentiation between systolic and diastolic blood pressure</li> <li>• normal limits of blood pressure</li> <li>• conditions of high or low blood pressure</li> </ul> 2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> <li>• body temperature maintenance</li> <li>• normal body temperature</li> <li>• pyrexia, hyper-pyrexia and hypothermia</li> </ul> 2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> <li>• factors affecting respiratory rates in ill and well individuals</li> </ul> 2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> <li>• normal pulse rates limits</li> <li>• factors affecting pulse rates – raising or lowering</li> <li>• pulse sites on the body</li> <li>• the requirement for pulse oximetry measurements</li> <li>• analysis and implication of pulse oximetry findings</li> </ul> 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control

	<p>2.6 Explain the major factors that influence changes in physiological measurements</p> <p>2.7 Explain the importance of undertaking physiological measurements</p> <p>2.8 Explain how <b>physiological measurements may need to be adapted</b> for the individual</p>
<p>3. Be able to prepare to take physiological measurements</p>	<p>3.1 Explain to the <b>individual</b> what measurements will be undertaken and why these are done</p> <p>3.2 Reassure the individual during physiological measurements process</p> <p>3.3 Answer questions and deal with concerns during physiological measurements process</p> <p>3.4 Explain the help individuals may need before taking their physiological measurements</p> <p>3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements</p> <p>3.6 Ensure all materials and equipment to be used are appropriately prepared</p> <p>3.7 Confirm the individual's identity and obtain <b>valid consent</b></p>
<p>4. Be able to undertake physiological measurements</p>	<p>4.1 Apply standard precautions for infection prevention and control</p> <p>4.2 Apply health and safety measures relevant to the procedure and environment</p> <p>4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement</p> <p>4.4 Monitor the condition of the individual throughout the measurement</p> <p>4.5 Respond to any significant changes in the individual's condition</p> <p>4.6 Follow the agreed process when unable to obtain or read a physiological measurement</p> <p>4.7 Identify any issues outside own responsibility and refer these to other colleagues</p>
<p>5. Be able to record and report results of physiological measurements</p>	<p>5.1 Explain the necessity for recording physiological measurements</p>

	<p>5.2 Explain a few common conditions which require recording of physiological measurements</p> <p>5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels</p> <p>5.4 Record physiological measurements taken accurately using the correct documentation</p>
<p><b>Additional information about this unit</b></p> <p><b>Physiological measurements may need to be adapted for the individual</b> depending on their:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• age</li> <li>• stage of development</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p> <p><b>Valid consent</b> must be in line with agreed UK country definition</p>	
<b>Unit aim(s)</b>	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CHS19.2012

<b>Title:</b>	<b>H/616/5410 Support individuals in the use of assistive technology</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>32</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1 Research the range, purpose and effectiveness of assistive technology that is available to support individuals in own area of work 1.2 Explain how assistive technology can have a positive impact on the <b>well being</b> 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
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 <b>others</b>

	<p>4.2 Provide feedback to others on the use of assistive technology</p> <p>4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others</p> <p>4.4 Evaluate own practice in using assistive technology to meet identified outcomes</p> <p>4.5 Adapt own practice to support the needs of the individual</p>
<p><b>Additional information about this unit</b></p> <p><b>Well Being eg.</b></p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Psychological</li> <li>• Physical</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• Other professionals</li> <li>• Carers / family members</li> <li>• Advocates</li> <li>• Colleagues</li> </ul>	
<b>Unit aim(s)</b>	The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 2, 3 & 4 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/616/5316 Support families who have had a child with a disability</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a <b>diagnosis</b> 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 1.4 Explain how having a child with a disability may affect <b>interpersonal relationships within a family</b> 1.5 Identify the changes that may need to be made to: <ul style="list-style-type: none"> <li>• family life</li> <li>• social life</li> <li>• work</li> <li>• accommodation</li> </ul> 1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences
2. 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. Support families with a child with a disability to use informal networks and community resources	3.1 Explain informal networks and community resources 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

<p>4. Be able to work in partnership with <b>other professionals and agencies</b> to support families with a child with a disability</p>	<p>4.1 Identify <b>support</b> and resources that a child with a disability may need</p> <p>4.2 Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability</p> <p>4.3 Provide information to a family about professionals and agencies that may provide <b>support</b></p> <p>4.4 Identify when referrals should be made to other professionals and/or agencies</p> <p>4.5 Work in partnership with other professionals and agencies to provide support to families with a child with a disability</p> <p>4.6 Review the outcomes for the family of partnership working</p> <p>4.7 Report any additional support required by the family</p>
<p><b>Additional information</b></p> <p><b>Diagnosis</b> e.g. a range of</p> <ul style="list-style-type: none"> <li>• Physical disabilities</li> <li>• Learning disabilities</li> <li>• Mental health problems</li> <li>• Sensory disabilities</li> </ul> <p><b>Interpersonal relationships within the family</b></p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• Relationships with siblings</li> <li>• Relationships between siblings and parents</li> <li>• Relationships with grandparents</li> </ul> <p><b>Other professionals and agencies</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Educational Psychologist</li> <li>• Educational Welfare</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Nurse</li> <li>• GP</li> <li>• Social Worker</li> <li>• Dietician</li> <li>• Speech and Language Therapist</li> </ul> <p><b>Support</b> can include</p> <ul style="list-style-type: none"> <li>• Support with personal care</li> </ul>	

<ul style="list-style-type: none"> <li>• Support with equipment</li> <li>• Advocacy</li> <li>• Support with benefits</li> <li>• Advice</li> <li>• Housing</li> </ul>	
<b>Unit aim(s)</b>	<p>This unit is aimed at those whose role includes supporting families who have a child with physical disabilities, learning disabilities, mental health problems or sensory disabilities.</p> <p>It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>K/616/5330 Provide support services to those affected by someone else's substance use</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>24</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legislation, policies and practice relevant to working with children, young people and families affected by substance use	1.1 Explain the legislation relevant to working with children, young people and families 1.2 Explain workplace policies and practices relevant to working with children young people and families
2. Know about the available support services and how to access them	2.1 Describe the forms of support which are available 2.2 Describe relevant agencies and services available locally 2.3 Explain how to access agencies and Services in the local area
3. Understand issues that affect children, and young people within families affected by substance use	3.1 Explain a range of family structures 3.2 Explain how family dynamics work. 3.3 Explain the issues that may affect children and young people within families affected by substance use 3.4 Explain the support that is available and how to make this accessible to children and young people affected by someone else's substance use
4. Be able to Identify options for individuals affected by someone else's substance use	4.1 Describe motivational techniques used to support individuals affected by substance use 4.2 Support the individual to: <ul style="list-style-type: none"> <li>• identify issues concerning them</li> <li>• explore and consider the options available to them</li> <li>• plan realistic goals</li> </ul> 4.3 Assist the individual to access the required services
5. Be able to support individuals affected by someone else's substance use to	5.1 Support the individual to review: <ul style="list-style-type: none"> <li>• progress</li> <li>• the effectiveness of support obtained</li> </ul>

review the effectiveness of selected options	5.2 Complete reports store records which maintain the individual's confidentiality
<b>Additional information about this unit</b>  An <b>individual</b> is someone requiring care or support  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• Carers</li> <li>• Families</li> <li>• Friends</li> <li>• Care and support workers</li> <li>• Specialist Nurses</li> </ul>	
<b>Unit aim(s)</b>	This Unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This information is provided in the accredited Unit specification and should be incorporated in the assessment and/or assessment guidance related to this Unit'.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This Unit is directly related to the Skills for Health/DANOS national occupational standard: AB7 Provide services to those affected by some else's substance use. This also appears in Health and Social Care Standards as HSC391.

<b>Title:</b>	<b>H/618/5110 Support individuals with dementia to eat and drink</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how dementia affects the nutritional needs of <b>individuals</b>	1.1 Explain how dementia can affect an individual's eating and drinking 1.2 Explain how poor nutrition can contribute to an individual's experience of dementia 1.3. Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia 1.4 Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink 1.5 Explain why it is important to include a variety of food and drink in the diet of an individual with dementia
2. Understand the effect that mealtime environments can have on an individual with dementia	2.1 Describe how a <b>person-centred approach</b> can support an individual, with dementia at different levels of ability, to eat and drink 2.2 Explain how <b>mealtime</b> cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia 2.3 Explain how mealtime environments can be designed to help an individual to eat and drink 2.4 Explain how mealtime food presentation can be designed to help an individual to eat and drink
3. Be able to support an individual with dementia to eat and drink	3.1 Use an individual's life history to provide a diet that meets his/her preferences 3.2 Support an individual with dementia to plan: <ul style="list-style-type: none"> <li>• mealtime environments</li> </ul>

	<ul style="list-style-type: none"> <li>• eating and drinking</li> <li>• food presentation</li> </ul> 3.3 Evaluate the use of person centred approach in providing the nutritional requirements of an individual with dementia
<p><b>Additional information about this unit</b></p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Person-centred approach:</b>            This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences</p> <p><b>Meal times:</b></p> <ul style="list-style-type: none"> <li>• Meal planning</li> <li>• Food shopping</li> <li>• Food preparation</li> <li>• Pre- and post-meal activities</li> <li>• Dining</li> <li>• Snacking</li> </ul>	
<b>Unit aim(s)</b>	This unit is to assess the knowledge and skills required to support the eating and drinking needs of an individual with dementia through a person-centred approach.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles Learning outcome 3 needs to be assessed in the workplace environment
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit links to HSC 213, HSC 214 and HSC 21, 31, 41, 24, 35, 45.

<b>Title:</b>	<b>T/618/5113 Providing independent advocacy support</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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. Be able to establish the Advocacy relationship	2.1 Explain the potential benefits of Advocacy to the individual 2.2 Explain and establish a range of appropriate boundaries to be put in place 2.3 Identify where Advocacy support is appropriate 2.4 Establish the individual's requirements 2.5 Explain the complaints procedure of the Advocacy service to the individual
3. Assist the individual receiving Advocacy support to explore and make choices	3.1 Identify that clear support has been given for the individual to access information and enable them 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 informed choices including decisions that may be considered unwise using the principles of independent advocacy
4. Formulate a plan of action	4.1 Construct a plan to support an individual to prioritise their goals

	<p>4.2 Agree a plan of action with the individual receiving Advocacy support</p> <p>4.3 Identify the key individuals who will be involved in achieving the plan</p> <p>4.4 Be able to provide ongoing feedback to the individual</p> <p>4.5 Review the plan of action with the individual</p> <p>4.6 Identify who to seek advice from when the action plan is threatened</p>
5. Support the individual to self-advocate	<p>5.1 Summarise the benefits of self-advocacy</p> <p>5.2 Demonstrate a range of techniques to support an individual to self-advocate</p> <p>5.3 Take action to help individuals achieve their goals</p>
6. Act on the instruction of the person receiving Advocacy support	<p>6.1 Identify the wishes and feelings of an individual receiving Advocacy support</p> <p>6.2 Agree a preferred course of action with the individual receiving advocacy support</p> <p>6.3 Provide feedback on the actions taken to support the individual</p>
7. Review and disengage from the Advocacy relationship	<p>7.1 Support the individual to assess the outcomes of the Advocacy relationship</p> <p>7.2 Be able to support the individual to establish if further assistance is needed</p> <p>7.3 Explain when and how to end the advocacy relationship</p> <p>7.4 Record the outcomes in line with organisational policies and guidance</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim(s)</b>	This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit is mapped to National Occupational Standards:

	<p>HSC 330: Support individuals to access and use services and facilities</p> <p>HSC 3111: Promote the equality, diversity, rights and responsibilities of individuals</p> <p>AHP 17: Assist and support individuals to use total communication systems</p> <p>HSC 31: Promote effective communication for and about individuals</p> <p>HSC 41: Use and develop methods and systems to record and report</p> <p>HSC 366: Support individuals to represent their own needs and wishes at decision making forums</p> <p>HSC 368: Present individuals' needs and preferences</p> <p>CHS 99: Refer individuals to specialist services for treatment and care</p> <p>PE 1: Enable individuals to make health choices and decisions</p>
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<b>Title:</b>	<b>D/618/5140 Principles of supporting young people with a disability to make the transition into adulthood</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>23</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the stages in moving from childhood into adulthood	1.1 Identify the <b>changes</b> a young person experiences as they move into adulthood 1.2 Explain how culture affects young people moving from childhood into adulthood 1.3 Explain theories of change for young people with a disability moving from childhood into adulthood
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain how transition affects young people with disabilities their <b>families</b> 2.2 Describe the challenges faced by young people with a disability when understanding and coping with change 2.3 Describe methods used to support a young person with a disability to cope with changes 2.4 Explain how <b>legislation, and local and national practice guidelines</b> affects the planning of the transition for a young person with a disability from childhood into adulthood 2.5 Describe the legislation that protects the rights of a young person with a disability to make decisions about their own life
3. Understand the options for supporting young people with disability to make the transition into adulthood	3.1 Explain how a young person with a disability could be supported to have equal opportunities to make life choices 3.2 Explain how to support a young person with a disability to explore employment or continued education and development opportunities

	3.3 Explain how personal budgets can be used with young people in transition from childhood into adulthood
4. Understand how to support young people with disability through a successful transition	4.1 Explain the factors to consider for a young person with a disability <ul style="list-style-type: none"> <li>• Before a transition</li> <li>• During a transition</li> <li>• After the transition process</li> </ul> 4.2 Describe the types of support available that a young person with a disability may require <ul style="list-style-type: none"> <li>• Before a transition</li> <li>• During a transition</li> <li>• After the transition process</li> </ul> 4.3 Explain how person-centred transition reviews can be used as part of the planning process         4.4 Explain the difference in approaches to planning between children's' and adults' support services         4.5 Describe how to involve families in the transition process         4.6 Describe the role of <b>agencies and other professionals</b> involved in the transition process         4.7 Outline areas of tension and conflict that can arise during the transition into adulthood         4.8 Evaluate methods of support to use with young people with disabilities who have varying abilities
5. Understand the importance of supporting young people and their family to reflect on the transition	5.1 Explain why the views of the young person and their family are included in evaluating transitions         5.2 Explain the importance of keeping accurate records of transition

**Additional information about this unit**

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

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

**Agencies and professionals** – may include social workers and agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice

<b>Unit aim(s)</b>	The unit provides knowledge and understanding about how to enable young people with a disability to move from childhood into adulthood.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles. It assesses knowledge that underpins unit LD 311S Support young people with a disability to make the transition into adulthood, and must be achieved with that unit to confirm competence.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	Links to HSC 310, 329, 332, 344, 412

<b>Title:</b>	<b>K/618/5142 Supply and exchange injecting equipment for individuals</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand policy and procedures for the supply and exchange of injecting equipment	1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment 1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties 1.3 Identify the potential benefits of brief interventions with substance users 1.4 Describe the range of behaviours that can be displayed by substance users, and how to deal with these 1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substances 1.6 Describe the potential blood borne viruses that may affect substance users 1.7 Explain what to do in the event of a needle stick injury 1.8 Describe the range of substance misuse services available in the local community 1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
2. Conduct initial assessment of substance users and provide relevant advice	2.1 Establish whether the individual is injecting and the frequency of injecting 2.2 Conduct a health assessment with the individual 2.3 Provide relevant and timely <b>advice</b> 2.4 Provide advice and resources for safe storage and disposal of injecting equipment

	2.5 Refer individuals to other services according to identified need 2.6 Liaise with providers of other services in line with policies and protocol
3. Supply and exchange injecting equipment	3.1 Demonstrate that: <ul style="list-style-type: none"> <li>• adequate stocks of injecting equipment are maintained</li> <li>• injecting equipment is stored safely and securely</li> </ul> 3.2 Dispense injecting equipment to individuals in line with the assessment of their needs 3.3 Demonstrate safe handling of dispensed and returned injecting equipment 3.4 Describe how to carry out the exchange process discreetly to maintain confidentiality 3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials 3.6 Maintain records of: <ul style="list-style-type: none"> <li>• injecting equipment supply and exchange in line with organisational procedures</li> <li>• the needle exchange service</li> </ul>

**Additional information about this unit**

**Evidence Requirements for this unit:**

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

**Special Considerations:**

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

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

**Required sources of performance and knowledge evidence:**

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or

expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

**Other sources of performance and knowledge evidence:**

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

Refer individuals to other services according to identified need.

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

**Work Products:** These are non-confidential records made, or contributed to, by you e.g. information leaflets on needle exchange services.

**Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records, needle exchange records and Care plans.

**Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. identify the potential benefits of brief interventions with substance users.

**Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. outline the organisational policies and procedures for supply and exchange of injecting equipment.

**Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.

**Case Studies, projects, assignments and candidate/reflective accounts of your work:**

These methods are most appropriately used to cover any outstanding areas of your qualification.

Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. how you have liaised with providers of other services in line with policies and protocols.

Witness Testimony

Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

### Unit Guidance

The evidence for this unit is likely to come from;

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

### Advice

- safe or safer injecting techniques and sites
- harm minimisation
- primary health
- safer sex

<b>Unit aim(s)</b>	This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Assessment criteria 2.1,2,3,4,5,6. And 3.1,2,3,6 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>R/618/5149 Supporting individuals to deal with personal relationship problems</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>26</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to support individuals to assess personal relationship problems	1.1 Describe problems that may arise within relationships and the potential effects on an individual's well-being 1.2 Explain how to diagnose problems in an individual's relationship 1.3 Describe the different causes of problems in an individual's relationship
2. Support individuals to overcome personal relationship problems	2.1 Work with the individual and others, to identify the level of support needed to overcome problems in a relationship 2.2 Produce a plan, with the individual and others, to maintain the relationship whilst managing risks 2.3 Apply the agreed support criteria for overcoming personal relationship problems
3. Understand how to access specialist support about personal relationship problems	3.1 Describe the different circumstances that would require additional or specialist advice when supporting individuals to manage difficult relationships 3.2 Identify the specialist information and support available for a range of personal relationship problems 3.3 Describe how and when to access specialist information or support to help address personal relationship problems
4. Understand how to support individuals to end detrimental or harmful relationships	4.1 Describe the different types of support available for individuals wanting to end detrimental or harmful relationships 4.2 Identify the level of support needed by an individual to end detrimental or harmful relationships

	4.3 Describe the different ways to support an individual to cope with any distress when a detrimental or harmful relationship ends
5. Work with individuals to review the support provided for dealing with personal relationship problems	5.1 Use criteria, agreed with an individual and others, to evaluate how effective support provided for dealing with personal relationship problems has been 5.2 Demonstrate that the individual and appropriate others are actively involved in the review process 5.3 Produce a report on the support given to an individual, giving suggestions for improvement
<p><b>Additional information about this unit</b></p> <p>An <b>individual</b> is someone requiring care or support</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• advocates</li> <li>• professionals</li> <li>• others important to the individual's well-being</li> </ul> <p><b>Relationship problems</b> may relate to:</p> <ul style="list-style-type: none"> <li>• conflict</li> <li>• tension</li> <li>• risk of harm</li> <li>• legal restrictions or requirements</li> </ul> <p><b>Agreed support</b> may include:          supporting the individual to devise strategies to overcome difficulties themselves          making facilities available for contact meetings with the other person</p> <ul style="list-style-type: none"> <li>• encouraging the individual to keep appropriate contact with the person between meetings</li> <li>• providing support to manage fears, anxieties, conflicts and tensions</li> </ul> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• records</li> <li>• feedback from the individual and others</li> </ul>	
<b>Unit aim(s)</b>	This unit provides the learner with the knowledge and skills required to provide support for individuals to manage relationship problems.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning Outcomes 2 and 5 must be assessed in real work environment but in ways that do not intrude on the individual's privacy.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>M/616/5393 Support individuals with a learning disability to access healthcare</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
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 <b>healthcare services</b> 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 <b>plans for healthcare</b> and regular health checks underpin long-term health and well-being 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 Identify the health checks available to individuals to support health and well being 4.3 Explain the importance of routine healthcare checks

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

**Additional information about this unit**

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** includes:

- 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

<b>Unit aim(s)</b>	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.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. LOs 5 and 7 must be assessed in a real work environment.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>T/618/5063 Support individuals who are substance users</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>7</b>
<b>GLH:</b>	<b>42</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the different substances, their effects and how they might be used	1.1 Identify different substances which individuals might use, how they are used and their likely effects 1.2 Identify risks involved with substance use both in the short and long term 1.3 Identify and explain legislation, policies and guidelines on the use and storage of substances
2. Enable individuals to adopt safe practices associated with substance use	2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use 2.2 Communicate with individuals to support understanding of their circumstances and history of substance use 2.3 Advise individuals on safe practice in methods of substance use and the associated activities 2.4 Support individuals to dispose of hazardous materials and equipment safely 2.5 Describe harm reduction strategies and how and why these may differ from individual to individual 2.6 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them
3. Support individuals when they have used substances	3.1 Identify relevant policies and procedures for the support of individuals who have used substances

	<p>3.2 Identify the substance used, the effect of the substance and the condition of the individual</p> <p>3.3 Demonstrate how to make the environment as safe as possible, including how and when to remove individuals for their own safety</p> <p>3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off</p> <p>3.5 Show how and when to request further support and assistance</p> <p>3.6 Report information about episodes of substance use to an appropriate person and record it in the required format</p>
<p>4. Support individuals in reducing substance use</p>	<p>4.1 Assist individuals to review their reasons for reducing substance abuse</p> <p>4.2 Offer support to individuals that is appropriate to their needs while respecting their individual rights.</p> <p>4.3 Assist individuals to review their progress in reducing substance use</p> <p>4.4 Describe how to manage own feelings about the individual's progress or lack of progress in such a way as to minimise the impact on the support provided</p> <p>4.5 Identify the specialist agencies and support networks involved in supporting substance users</p>
<p><b>Additional information about this unit</b></p> <p><b>Evidence Requirements for this unit:</b></p> <p>You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.</p> <p><b>Special Considerations:</b></p> <p>Simulation <b>is not permitted</b> for this unit.</p> <p>The nature of this unit means that <b>the following assessment</b> criteria 2.2,3,4. 3.2,3,4,5,6... 4.1,2,3,5. must come from real work activities.</p> <p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.</p> <p><b>Required sources of performance and knowledge evidence:</b></p>	

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

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

**Other sources of performance and knowledge evidence:**

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

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

**Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records and care plans.

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

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

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

**Case Studies, projects, assignments and candidate/reflective accounts of your work:**

These methods are most appropriately used to cover any outstanding areas of your qualification.

Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.

**Witness Testimony**

Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

### Unit Guidance

The evidence for this unit is likely to come from;

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

<b>Unit aim(s)</b>	This unit is for those who support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Simulation <b>is not permitted</b> for this unit. The nature of this unit means that <b>the following assessment criteria</b> 2.2,3,4. 3.2,3,4,5,6. 4.1,2,3,5. must come from real work activities.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit is directly related to the Skills for Health/DANOS national occupational standard: AB2 Support individuals who are substance users