Specification

IAO Level 3 Diploma in Adult Care

Qualification Number: 610/6982/6

Contents

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected

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Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is 1. We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website
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This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

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Qualification Summary

Qualification Title	Level 3 Diploma in Adult Care		
Qualification Number (QN)	610/6982/6	RQF Level	3
Operational Start Date	1 April 2026		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
580	406	58

Qualification Objective

The objective of this qualification is to recognise learners' achievements within the adult social care environment. It will develop learners' understanding of the roles involved in the adult social care sector at level 3, for example: Lead Adult Care Worker, Care Officer, Care Supervisor, Senior Care Worker, Supervising Care Worker, Senior Support Worker, Relief Team Leader, Social Work Assistant, Social Services Officer, Outreach Development Worker, Community Support Worker, Community Outreach Worker, Community Development Worker, Family Support Worker or Personal Assistant. These could all specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care.

Assessment Requirements

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

Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria.

To pass, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they would be provided with feedback for the criteria not yet met.

Portfolio of Evidence

Portfolio of evidence may include workplace documentation and workplace records, witness statements, annotated photographs, video clips, professional discussion with your tutor and observation by your tutor. This is not a definitive list; other evidence sources are allowed.

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Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them. The Statement of Authenticity is attached to the Portfolio of Evidence Locator. This must be signed by both the learner and their line manager.

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Qualification Structure

Mandatory Units

The learner must achieve all the mandatory units totalling 39 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
R/651/9392	Ways of working in adult care settings	3	2	16
T/651/9393	Safeguarding in adult care settings	3	3	24
Y/651/9394	Mental capacity and restrictive practice	3	3	22
A/651/9395	Duty of care	3	2	21
D/651/9396	Promote effective communication in adult care settings	3	3	24
F/651/9397	Handle information effectively in adult care settings	3	2	16
H/651/9398	Person-centred practice	3	3	20
J/651/9399	Promote choice and independence in adult care settings	3	3	22
T/651/9400	Health and wellbeing in adult care settings	3	3	23
Y/651/9401	Equality, diversity, inclusion and human rights	3	3	25
A/651/9402	Health and safety responsibilities in adult care settings	3	2	12
D/651/9403	Infection prevention and control	3	2	14
F/651/9404	Health and safety topics in adult care settings	3	2	14
H/651/9405	Promote continuous development in adult care settings	3	3	25
J/651/9406	Manage own personal wellbeing	3	3	20

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Optional Units

The learner must select optional units totalling at least 19 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
Leadership and management				
K/651/9407	Leadership and management fundamentals	3	3	12
L/651/9408	Leading effective teams	3	2	6
Dementia				
M/651/9409	Understand the process and experience of dementia	3	3	22
Y/651/9410	Understand the role of communication and interactions with individuals who have dementia	3	4	22
A/651/9411	Enable rights and choices of individuals living with dementia	3	5	29
D/651/9412	End of life and dementia care	3	3	20
F/651/9413	Equality, diversity, inclusion and human rights in dementia care practice	3	4	31
H/651/9414	Support individuals with dementia to eat and drink	3	3	16
J/651/9415	Understand the administration of medication to individuals living with dementia using a person-centred approach	3	3	15
Disability				
Y/616/5310	Understand models of disability	3	3	26
K/651/9416	Support young people with a disability to make the transition into adulthood	3	5	40
T/616/5315	Understand positive risk taking for individuals with disabilities	3	3	25

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Unit Number	Unit Title	Level	Credit Value	GLH
L/651/9417	Support families who have had a child with a disability	3	2	6
M/651/9418	Support parents with disabilities	3	7	43
L/650/1442	Principles of supporting young people with a disability to make the transition into adulthood	3	4	23
R/651/9419	Work with professionals and agencies to support individuals with physical disabilities	3	3	24
A/651/9420	Support individuals with multiple conditions and disabilities	3	5	34
D/651/9421	Support individuals with a learning disability to access healthcare	3	3	25
Sensory loss				
L/650/0868	Understand sensory loss	3	3	24
F/651/9422	Support the assessment of individuals with sensory loss	3	4	31
H/651/9423	Support communication with individuals with sensory loss	3	4	29
J/651/9424	Support the promotion of awareness of sensory loss	3	1	6
Assistive technology				
K/651/9425	Promote rights and values in the use of assistive technology in social care	3	3	17
L/651/9426	Installation, maintenance and removal of assistive technology in adult care	3	2	15
M/651/9427	Interact with and support individuals using telecommunications	3	5	36

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Unit Number	Unit Title	Level	Credit Value	GLH
R/651/9428	Support individuals in the use of assistive technology	4	4	32
Neurodiversity				
T/651/9429	Supporting neurodiverse individuals	3	6	40
Mental health				
D/651/9430	Understand mental wellbeing and mental health promotion	3	3	20
F/651/9431	Understand mental health problems	3	3	16
Trauma-informed practice				
H/651/9432	Supporting trauma-informed practice	3	4	30
Acquired brain injury				
J/651/9433	Support families of individuals with acquired brain injury	2	3	24
K/616/5439	Understand the impact of acquired brain injury on individuals	2	3	25
End of life care				
K/618/5089	Understand how to support individuals during the last days of life	3	5	32
Y/616/5386	Understand how to provide support in end of life care	3	4	33

Unit Number	Unit Title	Level	Credit Value	GLH
Elderly care				
K/650/0876	Understand the effects of ageing in activity provision	3	2	17
F/618/5146	Understand the factors affecting older people	3	3	17
Specific conditions				
M/650/0878	Diabetes awareness	3	7	46
T/618/5130	Stroke awareness	2	4	28
F/650/0873	Understand stroke care management	3	6	37
M/650/0869	Understand Parkinson's for adult care staff	3	4	26
Self-directed support				
Y/618/5072	Understanding self-directed support	3	4	26
K/651/9434	Support individuals with self-directed support	3	7	43
Nutrition, hydration and personal hygiene				
L/651/9435	Promote nutrition and hydration in health and social care settings	3	6	34
M/651/9436	Principles of supporting an individual to maintain personal hygiene	2	2	15
R/651/9437	Support individuals to maintain personal hygiene	2	2	17

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Unit Number	Unit Title	Level	Credit Value	GLH
Person-centred models				
T/651/9438	Facilitate person centred assessment, planning, implementation and review	3	6	45
K/616/5408	Facilitate active support	3	5	36
F/650/0864	Introduction to personalisation in social care	3	4	23
Relationships and living arrangements				
Y/651/9439	Develop and sustain effective working relationships with staff in other agencies	3	4	27
F/651/9440	Support families in maintaining relationships in their wider social structures	3	4	24
H/651/9441	Support individuals to deal with personal relationship problems	3	5	26
J/651/9442	Support individuals in their relationships	3	4	27
F/616/5401	Theories of relationships and social networks	4	3	29
D/650/0854	Provide support for individuals within a shared lives arrangement	3	5	35
D/650/0872	Enable individuals to negotiate different environments	3	3	20
K/651/9443	Prepare to support individuals within a shared lives arrangement	3	5	31

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Unit Number	Unit Title	Level	Credit Value	GLH
Advocacy				
L/651/9444	Maintain the independent advocacy relationship	3	6	33
M/618/5160	Responding to the advocacy needs of different groups of people	3	4	21
M/651/9445	Provide independent advocacy support	4	6	35
R/651/9446	The purpose and principles of independent advocacy	3	5	30
Substance misuse				
T/651/9447	Test for substance misuse	3	4	30
K/650/0858	Support individuals through detoxification programmes	4	5	31
Y/651/9448	Increase awareness about drugs, alcohol or other substances	3	7	42
A/651/9449	Help individuals address their substance misuse through an action plan	3	4	28
H/651/9450	Provide support services to those affected by someone else's substance use	3	4	24
H/618/5141	Assist with the transfer of individuals who misuse substances between agencies and services	3	3	20
D/650/1448	Supply and exchange injecting equipment for individuals	3	3	18

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Unit Number	Unit Title	Level	Credit Value	GLH
J/651/9451	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	5	30
K/651/9452	Support individuals who are substance users	3	7	42
L/651/9453	Carrying out comprehensive substance misuse assessment	3	7	48
Other optional units				
T/616/5458	Support use of medication in social care settings	3	5	40
M/651/9454	Undertake agreed pressure area care	2	4	30
R/651/9455	Undertake physiological measurements	3	3	23
T/651/9456	Supporting infection prevention and control in social care	3	3	20
Y/651/9457	Provide support for therapy sessions	2	3	16
A/651/9458	Prepare environments and resources for use during healthcare activities	2	3	17
D/651/9459	Contribute to raising awareness of health issues	4	5	36
J/651/9460	Support individuals to stay safe from harm or abuse	3	4	27
K/651/9461	Assess the needs of carers and families	3	4	28
L/651/9462	Contribute to effective team working in adult care settings	3	4	25

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Unit Number	Unit Title	Level	Credit Value	GLH
M/651/9463	Anatomy, physiology, health and wellbeing	5	5	23
Digital skills				
R/651/9464	Digital productivity in health and social care	2	3	20
T/651/9465	Digital communication fundamentals in health and social care	2	3	16
M/651/9472	Digital communication fundamentals in health and social care	3	3	25
R/651/9473	Digital internet use in health and social care	3	5	35
T/651/9474	Using mobile and assistive digital devices in health and social care	2	3	15
Y/651/9475	Digital software use in health and social care	2	3	20
A/651/9476	Digital user fundamentals for health and social care	2	3	20
D/651/9477	Digital security and data protection in health and social care	2	3	20
F/651/9478	Digital project management in health and social care	3	4	30
H/651/9479	Digital presentation and communication for health and social care	3	4	35

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Unit Number	Unit Title	Level	Credit Value	GLH
L/651/9480	Digital data and spreadsheet management in health and social care	3	5	35
M/651/9481	Digital website and online content development for health and social care	3	5	40
R/651/9482	Digital evidence portfolio for continuing professional development	3	4	30
T/651/9483	Digital inclusion and accessibility in health and social care	3	4	30

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Target Audience

Learners will work in adult social care and have responsibility for providing person-centred, values-driven care and support for those accessing the service. They will work under the direction of their manager or supervisor but will have a degree of autonomy. Learners would be expected to have completed employer specific induction and mandatory training. As well as demonstrating best practice, they will be working towards promoting and modelling it.

Learners may or may not have supervisory responsibility for others.

Learners must be at least 16 years of age.

Progression Opportunities

Learners who achieve this qualification could progress into or within employment in a number of adult social care roles and/or continue their study in this or other areas.

Learners who complete this qualification may go on to further study in related areas such as:

•   Level 5 Diploma in Leading and Managing an Adult Care Service

Support Materials

The following support materials are available for this qualification:

•   Portfolio of Evidence Locator

All the support materials for this qualification can be found on Quartz, including the Assessment Key Verbs Document.

Funding

For details on eligibility for government funding please refer to:

https://www.qualifications.education.gov.uk/

The Department of Health and Social Care is offering funding for the adult social care workforce through the Adult Social Care Learning and Development Support Scheme -

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GOV.UK (www.gov.uk) The scheme offers funding for adult care employers to support learning and development of non-regulated care staff.

To qualify for the Learning and Development Support Scheme, individuals must be employed by an employer (including local authorities) that meets all of the following criteria. The employer must:

- provide an adult social care service
- directly employ care staff in England
- complete, or have already completed, the Adult Social Care Workforce Data Set (ASC-WDS)

QUALIFICATION UNITS

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Unit Title   **Ways of working in adult care settings**
Unit Number   R/651/9392
Level   3
Credit Value   2
GLH   16

Unit Aim

The aim of this unit is for learners to explore why it is important to follow agreed ways of working, and to identify the role of working relationships within settings.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand agreed ways of working	1.1 Describe why it is important to work within the scope of own role, responsibility, and training 1.2 Explain what is meant by the term '**delegated healthcare activity**'. 1.3 Identify who might delegate a healthcare task, and why. 1.4 Explain own role in **quality assurance processes** and promoting positive experiences for individuals accessing care.
2. Work in ways that are agreed with the employer	2.1 Access full and up-to-date details of agreed ways of working. 2.2 Implement **agreed ways of working**.

3. Understand **working relationships** in care settings	3.1 Explain how a working relationship is different from a personal relationship
	3.2 Describe different working relationships in care settings
	3.3 Explain why it is important to work in partnership with others
	3.4 Describe different skills and approaches used when working in partnership with others
	3.5 Identify how and when to access support and advice about:
	   • partnership working.
	   • resolving conflicts in relationships and partnerships.

4. Work in partnership with **others**	4.1 Demonstrate ways of working that can help improve partnership working.

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Additional Information

Learning Outcome 1

Delegated healthcare activities: a delegated healthcare activity is a health intervention or activity, usually of a clinical nature, that a registered healthcare professional delegates to a paid care worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future. There is no defined list of delegated healthcare activities, but these may include / are not limited to:
- administering medication via non-oral routes: eye drops, insulin injections or applying topical creams
- wound care / skin integrity: carrying out a basic wound dressing or changing a wound dressing
- supporting a person's nutrition using a PEG (percutaneous endoscopic gastrostomy)
- blood glucose monitoring: using a glucometer to monitor blood sugar levels.

Quality assurance processes: this will include own role and understanding of accountability with internal governance and processes used such as assurance and auditing procedures and internal inspections. Learners should be encouraged to relate how practice supports these processes in the workplace.

Learning Outcome 2

Agreed ways of working: these will include formal policies and procedures and job descriptions. They may also involve fewer formal agreements and shared understanding within teams, including expectations around behaviours, communication and teamwork.

Learning Outcome 3

Working relationships: learners must consider the following groups of people they have working relationships with, (unless their role means they do not have a relationship with a particular group of people):
- individuals accessing care and support services
- the friends, family, loved ones and unpaid workers of those accessing care and support services
- peers and team members
- regulated professionals/practice supervisors/assessors supervising the delegated activities
- other colleagues (paid and volunteers) within the organisation
- managers and senior management
- paid workers and volunteers from other organisations and teams.

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Learning Outcome 4

Others: in this context, others may include:
- individuals accessing care and support services
- the friends, family, loved ones and unpaid workers of those accessing care and support services
- peers and team members
- manager and senior management
- paid workers and volunteers from other organisations and teams.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is primarily a skill-based unit.

Learning Outcomes 2 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3A/WW

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Unit Title	**Safeguarding in adult care settings**
Unit Number	**T/651/9393**
Level	**3**
Credit Value	**3**
GLH	**24**

Unit Aim

The aim of this unit is to identify different types of abuse and encourage learners to understand why abuse and neglect can happen. Learners will develop knowledge of how to safeguard adults, and an understanding of the action to take should abuse or neglect be suspected.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the national and local context of safeguarding and protection from abuse and neglect	1.1 Explain **relevant legislation, principles, national policies and frameworks and local systems** that relate to safeguarding and protection from abuse and neglect 1.2 Describe the roles of different agencies in safeguarding and protecting individuals' rights to live in safety and be free from abuse and neglect 1.3 Identify reports into serious failures in upholding individuals' rights to live free from abuse and neglect 1.4 Describe how the reports identified influence current practice 1.5 Identify where to find sources of information and advice about own role in safeguarding, including **whistle blowing** and accountability for decision making and information sharing.
2. Know how to recognise signs of abuse and neglect	2.1 Define the terms: • safeguarding • abuse • harm. 2.2 Describe the **factors** that contribute to an individual being more at risk of abuse or neglect 2.3 Define what is meant by abuse and neglect, including: • physical abuse • **domestic abuse** • sexual abuse • psychological abuse

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		• financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect.
	2.4	Identify **indicators** that an **individual** may be being abused
	2.5	Identify patterns of behaviour that may suggest someone is attempting to exert control, coercion or abuse
3. Understand ways to reduce the likelihood of abuse or neglect occurring	3.1	Explain how the likelihood of abuse may be reduced by:
	•	working with the person, using **person-centred** values
	•	enabling **active participation**
	•	promoting choice and rights
	•	working in partnership with others
	•	raising individuals' awareness of personal safety
	3.2	Describe the relationship between the person's wellbeing and positive risk taking
	3.3	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
4. Know how to respond to suspected or disclosed abuse and neglect	4.1	Describe the **actions** to take if there are suspicions an individual is being abused or neglected
	4.2	Explain how to respond if an individual discloses that they are being abused
	4.3	Identify issues relating to consent to share information
	4.4	Explain how to share information about suspicions or disclosures of abuse or neglect
	4.5	Describe how to keep the individual and others appropriately informed and involved about their safeguarding concern in line with policies and procedures
	4.6	Describe ways to ensure evidence is preserved
	4.7	Explain how and when to seek support in relation to responding to safeguarding concerns
	4.8	Describe how to respond to suspicion or disclosure that a child or young person is being abused or neglected.

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5. Know how to recognise and report **unsafe practices**	5.1	Describe unsafe practices that may affect individuals' **wellbeing**
	5.2	Explain the actions to take if unsafe practices have been identified
	5.3	Describe the action to take if suspected abuse or unsafe practices have been reported but no action taken in response
6. Understand the principles of online safety	6.1	Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems and the individual's right to make informed decisions
	6.2	Describe the potential risks to individuals presented by: • use of electronic communication devices • use of the internet • use of social networking sites • carrying out financial transactions online
	6.3	Explain ways of working inclusively with individuals to reduce the risks presented by each of these types of activities.

Additional Information

Learning Outcome 1

Relevant legislation: learners should consider how different legislation relates to and influences safeguarding practices. This may include, but is not limited to:
- Mental Capacity Act 2005 (including Deprivation of Liberty safeguards 2009)
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014.

Principles: including, but not limited to, the six principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.

National policies and frameworks: including but not limited to: Making Safeguarding Personal.

Local systems may include:
- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality.

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Whistle blowing where a person (the whistle blower) exposes any kind of information or activity that is deemed illegal, unethical, or incorrect.

Learning Outcome 2

Factors may include:
- a setting or situation
- the individual and their care and support needs.

Domestic abuse: learners should consider acts of control and coercion.

Indicators: learners should consider various kinds of abuse/neglect and the physical, emotional, behavioural, and social indicators that suggest they may be occurring or have occurred.

Individual/s: in this context, 'individual' will usually mean the person supported by the learner, but it may include those for whom there is no formal duty of care.

Learning Outcome 3

Person-centred values: values include individuality, rights, choice, privacy, independence, dignity, respect, care, compassion, courage, communication, competence, partnership.

Active participation: an approach that empowers individuals to take the lead in their own care and support, recognising their right to be fully involved in the decisions, activities and relationships that shape their daily lives, rather than being passive recipients.

Learning Outcome 4

Actions: these actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. They include actions to take if the disclosure or suspicion implicates:
- a colleague
- someone in the individual's personal network
- the learner
- the learner's line manager
- others.

Learning Outcome 5

Unsafe practices may include:
- poor working practices
- resource difficulties

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- operational difficulties.

Wellbeing: wellbeing is a broad concept referring to a person's quality of life considering health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

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

Skills for Care specification: DAC3A/SG

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Unit Title	**Mental capacity and restrictive practice**

Unit Number	**Y/651/9394**
Level	**3**
Credit Value	**3**
GLH	**22**

Unit Aim

This unit has a focus on mental capacity and consent and the role and application of restrictive practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the principles of mental capacity	1.1 Summarise the main purpose and **principles** of relevant **legislation** and **codes of practice** relating to mental capacity and how these principles interact 1.2 Describe **factors** that influence an individual's mental capacity and ability to express consent 1.3 Explain the relationship between an individual's mental capacity, consent, choice and safety 1.4 Explain what is meant by 'valid consent.'
2. Understand the application of the principles of mental capacity and consent	2.1 Describe own role and responsibilities in relation to relevant principles, legislation and codes of practice and upholding individuals' rights 2.2 Explain why it is important to establish an individual's consent when providing care and support 2.3 Describe how personal values and attitudes can influence perceptions of situations and of individuals' capacity 2.4 Explain **strategies and skills** that could be used to help individuals to make their own decisions 2.5 Define own role in identifying when an assessment of capacity may be required 2.6 Explain the **steps to take** if consent cannot be readily established and own role in this.

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3. Understand restrictive practices	3.1 Explain what is meant by '**restrictive practice**' 3.2 Explain the importance and impact of seeking the least restrictive option for individuals 3.3 Describe how to raise concerns when restrictions appear out of proportion with evident risk 3.4 Identify organisational policies and procedures in relation to restrictive practices and own role in implementing these.

Additional Information

Learning Outcome 1

Principles: this must include the 'best interest' principle.

Legislation and codes of practice: including, but not limited to:
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014
- Data Protection Act 2018.

Factors: these may include, but are not limited to: fluctuating capacity, decisions and time specificity, environmental influence, influences of others and early indicators of change.

Learning Outcome 2

Strategies and skills: these will include effective communication and engagement skills to provide practical support. These may include: providing information in a range of accessible formats to support understanding, using appropriate communication aids, adapting the environment to reduce distractions or barriers, active listening, awareness of signs of coercion or control from others and responding appropriately to protect the individuals' rights.

Steps to take: these will include adhering to the principles of the Mental Capacity Act, as well as adhering to organisations' policies and procedures and include best interest decisions, who should be involved in making the decisions, and when the decisions should be made. For example, family members may not have automatic authority to make decisions on an individual's behalf. Also note that decisions are time-specific and may not apply permanently.

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Learning Outcome 3

Restrictive practice: learners should consider restrictions and restraint. They should consider practices intended to restrict and restrain individuals as well as practices that do so inadvertently. Learners should demonstrate awareness of physical, mechanical, chemical, seclusion, segregation, psychological restraint, and the threat of restraint.

Supporting resources for centres and learners: Restraint Reduction Network (RRN) training standards.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

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

Skills for Care specification: DAC3A/MC

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Unit Title   **Duty of care**
Unit Number   **A/651/9395**
Level   **3**
Credit Value   **2**
GLH   **21**

Unit Aim

This unit is aimed at those who are in a wide range of settings. The unit addresses how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning outcome The learner will	Assessment criteria The learner can
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 safeguarding and protecting **individuals'** rights to live in safety and be free from abuse and neglect.
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals 2.3 Explain where to get additional support and advice about conflicts and dilemmas.
3. Know how to respond to concerns and complaints	3.1 Describe own role in listening and responding to comments and complaints 3.2 Identify the main points of agreed procedures for handling comments and complaints 3.3 Explain the importance of empowering individuals and **others** to express their comments and complaints.
4. Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Describe what is considered to be an adverse event, incidents, error and near miss 4.2 Explain how to recognise, report and respond to adverse events, incidents, errors and near misses 4.3 Explain how own role in recognising and responding to adverse events, incidents, errors

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		and near misses can prevent further occurrences and improve quality of care.

Additional Information

Learning Outcome 1

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Learning Outcome 3

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge only based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

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

Skills for Care specification: DAC3A/DC

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Unit Title	Promote effective communication in adult care settings
Unit Number	D/651/9396
Level	3
Credit Value	3
GLH	24

Unit Aim

This unit is about the central importance of communication in care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand why effective communication is important in the **work setting**	1.1 Explain the different reasons people communicate. 1.2 Describe how communication affects relationships in the work setting. 1.3 Describe how communication skills can be used to manage complex, sensitive, abusive and difficult situations. 1.4 Explain the importance of maintaining open and honest communication.
2. Understand the variety in people's communication needs and preferences	2.1 Identify the range of **communication styles, methods, and skills** available. 2.2 Describe how people may use and or interpret communication methods and styles in different ways. 2.3 Identify the factors to consider when promoting effective communication. 2.4 Identify **digital tools and other technologies** which are used to promote and enhance communication between self and others. 2.5 Identify the **barriers** that may be present when communicating with others. 2.6 Identify how to access extra support or **services** to enable effective communication with and between individuals. 2.7 Describe the impact of **poor or inappropriate** communication practices.

3. Be able to communicate effectively with **others**	3.1 Demonstrate a range of effective communication methods and skills. 3.2 Apply and use communication skills appropriately in relation to message and audience for maximum impact. 3.3 Use communication skills to build relationships. 3.4 Identify and overcome barriers to communication and using technology with others.
4. Meet the communication and language **needs, wishes and preferences of individuals**	4.1 Establish the communication and language needs, wishes and preferences of individuals to maximise the quality of interactions. 4.2 Demonstrate a range of communication styles, methods, and skills to meet individuals' needs. 4.3 Respond to an individual's reactions when communicating. 4.4 Demonstrate professionalism when using a variety of communication methods.
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs, and preferences	5.1 Explain the purpose and principles of independent advocacy. 5.2 Identify when to offer support to individuals to access an advocate. 5.3 Explain how to support individuals to access advocacy services.
6. Understand confidentiality in care settings	6.1 Define the term 'confidentiality' 6.2 Explain the importance of maintaining confidentiality when communicating with others. 6.3 Explain when and why confidentiality may need to be breached. 6.4 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns. 6.5 Describe how own duty of care contributes to safe practice with communication, confidentiality and inclusion of **digital recording and systems** in the workplace.

Additional Information

Learning Outcome 1

Work setting: this must include own work setting and a range of locations in the context of the learner's role.

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Learning Outcome 2

Communication styles, methods, and skills: Learners must also include the use of digital technology within their own setting and other settings in the context of the learner's role and should consider additional communication styles, methods, and skills:
- digital technology: e.g. digital social care records (DSCRs), integrated care systems (ICSs) and shared records, artificial intelligence (AI) and smart technologies, AI-Assisted Administrative Support (Magic Note)
- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online)
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

Skills: learners should consider digital skills e-learning, digital skills communities of practice, learning through digital change programmes.

Digital and other technologies: learners should consider:
- video calling platforms – Zoom, Microsoft Teams, WhatsApp video
- electronic care planning systems
- mobile phones and tablets
- speech-to-text or text-to-speech apps
- Augmentative and alternative communication tools (AAC)
- NHS-mail and care-specific messaging platforms
- Other (non-digital) technologies.

Barriers: may include, but are not limited to:
- environment
- time
- own physical, emotional or psychological state
- physical, emotional or psychological state of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict
- access to technology
- device charging and operation.
- wi-fi access.

Services: may include:
- translation services
- interpretation services

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- speech and language services
- advocacy services
- communication and support teams
- occupational therapy (OT)
- assistive technology services
- specialist teams which support individuals.

Poor or inappropriate: this may include, but is not limited to:
- patronising individuals
- not listening to individuals
- not being available to communicate effectively
- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

Learning Outcome 3

Others: in this context, this refers to everyone a worker is likely to come into contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Learning Outcome 4:

Needs, wishes and preferences: these may be based on experiences, desires, values, beliefs or culture and may change over time.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Learning Outcome 6

Digital recording and digital systems: in this context, learners must show understanding of how digital systems and digital technologies are used to support safe practices – this may include but is not limited to: electronic care plans, incident logs, audit trails and safeguarding alerts.

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Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. This is a knowledge and skill-based unit. Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment. Learning Outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace. Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.
Details of the relationship of the unit and relevant national occupational standards
Skills for Care specification: DAC3B/EC

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Unit Title	Handle information effectively in adult care settings
Unit Number	F/651/9397
Level	3
Credit Value	2
GLH	16

Unit Aim

This unit develops the knowledge, understanding and skills needed to implement and promote good practice in recording, sharing, storing and accessing information in social care settings.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand requirements for handling information in care settings	1.1 Summarise the main points of legal requirements, **policies and codes of practice** for handling information in care settings. 1.2 Describe features of **manual and electronic** information storage systems that help ensure **data and cyber security**. 1.3 Explain how to support **others** to keep information secure. 1.4 Explain what would be considered a '**data breach**' in the handling of information, and how to respond.
2. Implement good practice in handling information	2.1 Ensure data security when **sharing, storing, and accessing** manual and electronic information. 2.2 Maintain and promote confidentiality in day-to-day communication. 2.3 Maintain manual and electronic **records** that are up to date, complete, accurate and legible. 2.4 Support **audit** processes in line with own role and responsibilities.
Additional Information	

Learning Outcome 1

Policies and codes of practice: Learners must refer to their own work setting's policies and codes of practices and should consider:
- Confidentiality
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Freedom of Information Act 2000

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- Data (Use and Access) Act 2025
- individuals' rights
- workplace use of AI policy
- workplace digital and use of technology policy.

Manual: refers to use of paper e.g. written records.

Electronic: refers to use of digital tools, technology, and devices.

Data and cyber security: learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing data breaches, securing devices, and safe use of email wherever relevant.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Data breach: this is the accidental or unlawful destruction, loss, alteration unauthorised disclosure of, or access to, personal or secure data.

Learning Outcome 2

Sharing, storing and accessing: assessment must include manual (paper-based) and electronic (digital) within assessment. Learners must consider in their practice their own workplace procedures and arrangements for sharing, storing, accessing, and sharing information across both formats. Learners should also consider how information is securely transferred or shared between digital systems and paper records online within data protection and confidentiality requirements.

Records: where learners are required to use both manual and electronic recording systems, assessment must include both ways of record keeping.

Audit: in this context, learners must refer to own responsibilities, within their own workplace.

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Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. dealing with confidential information in support of individuals, this observation should be in actual person and not carried out remotely. |
| Details of the relationship of the unit and relevant national occupational standards |
| Skills for Care specification: DAC3B/HI |

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Unit Title	Person-centred practice
Unit Number	H/651/9398
Level	3
Credit Value	3
GLH	20

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the application of person-centred practices in care settings	1.1 Explain how **person-centred values** can be applied in a range of situations. 1.2 Explain how to effectively build relationships with **individuals**. 1.3 Explain how and why person-centred values and strength-based approaches must influence all aspects of care work. 1.4 Explain how to use a range of **care plans**, relevant **digital social care records (DSCRs) and other resources** to apply person-centred values and **strengths-based approaches**. 1.5 Explain how the **active participation** of individuals and **others** in care planning promotes person-centred values and strengths-based approaches to meet the holistic needs of an individual, now and in **planning for their futures**. 1.6 Explain how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities. 1.7 Explain how to support an individual to question or challenge decisions concerning them that are made by others.
2. Understand the importance of individuals' relationships	2.1 Describe the different people and **relationships** that may be important to individuals, including intimate or sexual relationships. 2.2 Explain the impact maintaining and building relationships can have for individuals. 2.3 Describe own role in supporting individuals to maintain and build relationships.

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3. Work in a person-centred way	3.1 Work with an individual and others to establish and understand the individual's **history, preferences, wishes, strengths and needs**.
	3.2 Work with individuals to identify how they want to actively participate in their care and support, considering their history, preferences, wishes, strengths, and needs.
	3.3 Be responsive to individuals' changing needs or preferences and adapt actions and approaches accordingly.
	3.4 Demonstrate respect for individuals' lifestyle, choices and relationships.
	3.5 Promote understanding and application of active participation amongst others.

Additional Information

Learning Outcome 1

Person centred values: including individuality, rights, choice, privacy, independence, dignity, respect, partnership.

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Care plans, digital social care records (DSCRs) and other resources: A care plan may be known by other names such as a support plan or individual plan and are central to providing person-centred care. Digital care plans are used in place of, or alongside paper-based records. These are often part of the Digital Social Care Record (DSCR) which help ensure that information is up-to-date, securely stored and easily accessible to the appropriate persons.
In addition to care plans and digital care plans, other resources that support person-centred care may include:
- one-page profiles
- advanced care plans
- assessments from other organisations
- information from family, carers and others.

These resources, paper based and/or digital contribute to a full picture of the individual's needs and support safe, coordinated and high-quality care.

Strengths-based approaches: also referred to as 'asset-based approaches. This approach focuses on individuals' strengths, resources and what they are able to do themselves to keep well and maintain independence.

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

Others: others may include team members, other colleagues, those who use or commission their own health or social care services, families, carers and advocates.

Planning for their futures: this might include, but is not limited to:
- living arrangements
- health and wellbeing
- relationships
- education or employment
- end of life care.

Learning Outcome 2

Relationships: learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should consider intimacy, sexuality and sexual relationships.

Learning Outcome 3

History, preferences, wishes, strengths, and needs: these may be based on experiences, desires, values, beliefs, or culture and may change over time.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 3 is skill based, and primary evidence should include observation of direct practice in the workplace.

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Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3C/PC

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Unit Title	Promote choice and independence in adult care settings
Unit Number	J/651/9399
Level	3
Credit Value	3
GLH	22

Unit Aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the knowledge and skills required to effectively support individuals to make choices and gain independence.

Learning outcome The learner will	Assessment criteria The learner can
1. Promote **individuals'** rights to make choices	1.1 Support individuals to make informed choices and decisions. 1.2 Establish **informed consent** when providing care and support. 1.3 Use support mechanisms and guidance to support the individual's right to make choices. 1.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices.
2. Promote individuals' independence	2.1 Involve individuals in their care and support. 2.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care. 2.3 Identify a range of **technologies** that support or maintain individuals' independence.
3. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	3.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks. 3.2 Explain the different **risk assessment methods** that can be used in different situations and own role within these. 3.3 Describe risk assessment reviews, including: • why it is important to review and update individuals' risk assessments. • when individuals' risk assessments should be reviewed and updated. • who should be involved in the review and update of individuals' risk assessments.

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Additional Information

Learning Outcome 1

Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Informed consent: where an individual, with capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits, and alternatives.

Learning Outcome 2

Technologies: learners should consider smart home and assistive technologies, robotics and AI integration, digital tools and applications, remote health monitoring and cognitive support technologies.

Learning Outcome 3

Risk assessment methods: in line with organisational policies, procedures, and practices.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 1 and 2 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3C/CI

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Unit Title	Health and wellbeing in adult care settings
Unit Number	T/651/9400
Level	3
Credit Value	3
GLH	23

Unit Aim

This unit is aimed at those working in a wide range of care settings. It provides the learner with the knowledge and skills required to understand, assess, respond to and promote an individual's health and well-being.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of **individuals' wellbeing**	1.1 Describe the relationship between identity, self-image and self-esteem and the impact this can have on an individual's wellbeing. 1.2 Describe **factors** that positively and negatively influence the individual's wellbeing. 1.3 Describe the **range of services and resources** available to support individuals' wellbeing and how to access this. 1.4 Explain how an individuals' wellbeing may affect their behaviours and relationships.
2. Know how to monitor individuals' health and wellbeing	2.1 Explain the role of **prevention** in supporting individuals to stay healthy, happy and independent for as long as possible. 2.2 Explain how to engage, support and involve individuals in monitoring their own health and wellbeing. 2.3 Identify the **early indicators** of physical and mental health deterioration. 2.4 Explain how to escalate concerns about an individual's health deterioration and to whom.
3. Be able to assess and respond to changes in an individual's health and wellbeing	3.1 Engage and involve individuals in understanding and **monitoring** their health and wellbeing. 3.2 Use **appropriate tools** to monitor and report changes in health and wellbeing. 3.3 Record observations of health and wellbeing and take **appropriate action**.
4. Promote individuals' health and wellbeing	4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem

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| | 4.2 Demonstrate ways to contribute to an environment that promotes wellbeing. |
| | 4.3 Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing. |

Additional Information

Learning Outcome 1

Individuals' wellbeing: in this context, wellbeing refers to the overall quality of life of people receiving care and support. It includes health, happiness, and comfort. Learners must include aspects of social, emotional, cultural, spiritual, intellectual, physical, mental wellbeing, economic and personal identity.

Factors - factors affecting wellbeing will be different for different people. Learners must show consideration for environmental, physical, social (loneliness and social isolation for example), psychological factors, technological, economic, cultural and societal factors.

Range of services and resources: learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different wellbeing strengths and needs. May include clinical and non-clinical approaches.

Learning Outcome 2

Prevention – prevention involves recognising and responding to individuals' needs as early as possible with the aim of reducing risk of health and wellbeing deterioration.

Learners must show consideration for: Early intervention, community engagement, environmental adaptations, technology integration, cultural competence, mental health support and economic assistance.

Early indicators: these may also be referred to as 'soft signs' of deterioration and include: restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.

Learning Outcome 3

Monitoring: monitoring helps to put in place early support to protect an individual's wellbeing and should look at a whole individual's physical, emotional, and social wellbeing. Ways to monitor wellbeing may include but are not limited to: monitoring plans, self-monitoring, technologies, emotional support, social networks, access to healthcare and screening. They may also include clinical and non-clinical approaches.

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Appropriate tools: tools will vary depending on a learner's role and organisational practices. They may include but are not limited to: AI-driven monitoring systems, lifestyle monitoring technologies, Digital Social Care Records (DSCRs), 'Stop and Watch', RESTORE2, SBARD (Situation, Background, Assessment, Recommendation, Decision), UCLA (loneliness and social isolation scale).

Appropriate action: actions will vary depending on a learner's role and organisational practices, as well as the specific change in an individual's wellbeing. Action may include referring to a colleague or another organisation.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3C/HW

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Unit Title	Equality, diversity, inclusion and human rights
Unit Number	Y/651/9401
Level	3
Credit Value	3
GLH	25

Unit Aim

This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity, inclusion and human rights which are fundamental to all roles.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand influences on working practices to promote equality, diversity, inclusion and human rights	1.1 Explain how **legislation**, policies and codes of practice apply to and influence own work role. 1.2 Explain how **external factors** influence own work role.
2. Understand the importance of equality, diversity, inclusion and human rights within your work setting	2.1 Define the following and describe the relevance to own practice: • diversity • equality • inclusion • **discrimination** • unconscious bias • protected characteristics • neurodiversity • human rights. 2.2 Explain how **equity** and inclusive practice and cultures can support and promote equality, diversity, inclusion and human rights. 2.3 Describe how the promotion of equality, diversity, inclusion, and human rights can lead to improved outcomes for **individuals**. 2.4 Describe how your organisation promotes equality, diversity, inclusion, and human rights. 2.5 Describe **own role in promoting** equality, diversity, inclusion and human rights.
3. Know how to promote equality, diversity, inclusion and human rights	3.1 Describe the potential **effects** of discrimination. 3.2 Explain how unconscious biases may affect own and **others'** behaviours. 3.3 Explain how to respond to and challenge discrimination in a way that promotes positive change.

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	3.4	Explain how to report any discriminatory or exclusive behaviours, and to whom.
4. Work in an inclusive way	4.1	Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, preferences, and communication, processing or sensory needs (including those associated with neurodiversity).
	4.2	Promote a culture that supports inclusive practices.
	4.3	Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights.

Additional Information

Learning Outcome 1

Legislation: these must relate to equality, diversity, inclusion, discrimination and human rights and might include Equality Act 2010, Human Rights Act 1998, Health and Social Care Act 2012.

External factors: these may include, but are not limited to, societal movements and campaigns or periods in modern history.

Learning Outcome 2

Discrimination: includes harassment and victimisation

Equity: is recognising that individuals have different needs by providing the right support to achieve fair outcomes for the individuals. Learners must show how to recognise when an individual may be treated unfairly due to factors such as disability, culture, language or socio-economic background and show how to value each individual to ensure equal access to care or opportunities. This may include:
- reasonable adjustments to care and support
- communication methods that meet language or sensory needs
- celebrating diverse cultures or religions
- challenging discrimination or unfair treatment in the workplace.

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Own role in promoting: this may include the learner's role:
- within their team, workplace or organisation
- within networks of practice
- within the community

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- supporting or advising other professionals with regards to reasonable adjustments for individuals.

Learning Outcome 3

Effects: these may include effects on the individual, their loved ones, those who inflict discrimination and the wider community and society.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 4 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit, e.g. direct practice in providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3C/ED

Unit Title	**Health and safety responsibilities in adult care settings**
Unit Number	**A/651/9402**
Level	**3**
Credit Value	**2**
GLH	**12**

Unit Aim

This unit aims to develop learners' understanding of their health and safety responsibilities within care settings. Learners will explore legislation, policies, and procedures that underpin safe working practices, as well as the responsibilities of individuals and organisations in maintaining a safe environment. The unit also enables learners to respond appropriately to accidents and sudden illness, assess and manage risks, and support others to follow health and safety procedures.

Learning outcome The learner will	Assessment criteria The learner can

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 care **work setting**.
	1.2 Summarise the main points of health and safety **policies and procedures** agreed with the employer.
	1.3 Describe the main health and safety responsibilities of:
	   • self
	   • the employer or manager
	   • others in the work setting.
	1.4 Identify specific **tasks** in the work setting that should not be carried out without special training.

2. Understand procedures for responding to accidents and sudden illness	2.1 Describe different types of accidents and sudden illness that may occur in own work setting. 2.2 Explain procedures to be followed if an accident or sudden illness should occur.
3. Carry out own responsibilities for health and safety	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety. 3.2 Support others' understanding and follow safe practices. 3.3 Monitor potential health and safety risks. 3.4 Use risk assessment in relation to health and safety. 3.5 Minimise and manage potential risks and hazards.

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	3.6 Access additional support or information relating to health and safety.

Additional Information

Learning Outcome 1

Others: may include:
- team members
- other colleagues
- those who use or commission their own health or social care services.
- families, carers and advocates.

Work setting: this may include one specific location or a range of locations, depending on the context of a particular work role.

Policies and procedures: may include other agreed ways of working as well as formal policies and procedures.

Tasks: may include:
- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 3 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct practice whilst providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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Details of the relationship of the unit and relevant national occupational standards
Skills for Care specification: DAC3D/HG

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Unit Title	Infection prevention and control
Unit Number	D/651/9403
Level	3
Credit Value	2
GLH	14

Unit Aim

This unit aims to develop the learner's understanding and practical ability to prevent and control the spread of infection within health and social care settings. Learners will explore the causes and transmission of infection, the principles of good hygiene, and the importance of risk assessment in infection control. They will also learn how to apply safe practices, use personal protective equipment (PPE) effectively, and maintain clean and hygienic environments to protect themselves and those they support.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how to prevent and control the spread of infection	1.1 Explain different types of infection and how they are spread (chain of infection) 1.2 Describe how to identify **individuals** who have, or are at risk of developing, an infection, and the actions to take to reduce the risks to them and **others**. 1.3 Describe own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection. 1.4 Describe own role in supporting others to follow practices that reduce the spread of infection. 1.5 Describe own responsibilities for ensuring the appropriate cleaning and **decontamination** of environments and equipment.
2. Prevent and control the risk of infection	2.1 Risk assess a range of situations and select and use **appropriate Personal Protective Equipment (PPE)** correctly. 2.2 Identify when it is necessary to perform **hand hygiene.** 2.3 Select appropriate products and perform hand hygiene using recommended techniques. 2.4 Ensure that own health and hygiene does not pose a risk to individuals and others.

Additional Information

Learning Outcome 1

Individuals: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Decontamination: after cleaning, environments and equipment may require disinfection and sterilisation. Learners must refer to own workplace and agreed policies and procedures.

Learning Outcome 2

Appropriate use of Personal Protective Equipment (PPE): this should include learners' workplace policies and current guidelines on the proper use of PPE and different equipment available. This includes but is not limited to: gloves, masks face shields, aprons and gowns. This also includes donning (putting on), doffing (removal) and disposal.

Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitizer. Learners should refer to own company policies and procedures including following recommended hand-washing techniques using soap and water as well as appropriate use of hand sanitizers appropriate to the situation.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

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Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct practice whilst providing care and support to individuals, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3D/IP

Unit Title	Health and safety topics in adult care settings
Unit Number	F/651/9404
Level	3
Credit Value	2
GLH	14

Unit Aim

This unit aims to develop the learner's understanding and practical skills in maintaining safety, and security within the work setting. Learners will gain knowledge of relevant legislation, safe practices for handling equipment and hazardous substances, and procedures for promoting fire safety and workplace security. The unit prepares learners to work safely and responsibly, protecting themselves and others from potential harm or risk.

Learning outcome The learner will	Assessment criteria The learner can
1. Move and handle equipment and other objects safely	1.1 Summarise the main points of legislation that relate to moving and handling. 1.2 Describe principles for safe moving and handling. 1.3 Move and handle equipment and other **objects** safely.
2. Handle hazardous substances and materials	2.1 Identify types of **hazardous substances** that may be found in the work setting. 2.2 Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials.
3. Promote fire safety in the work setting	3.1 Describe practices that prevent fires from: • starting • spreading. 3.2 Describe emergency procedures to be followed in the event of a fire in the work setting. 3.3 Demonstrate measures that prevent fires from starting. 3.4 Ensure clear evacuation routes are maintained at all times.
4. Implement **security measures in the work setting**	4.1 Explain the importance of ensuring that others are aware of own whereabouts. 4.2 Use agreed procedures for checking the identity of anyone requesting access to: • **premises** • information

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	4.3 Use measures to protect own security and the security of others in the work setting.

Additional Information

Learning Outcome 1

Objects: relates to those in the learner's working environment and does not mean individuals.

Learning Outcome 2

Hazardous substances: are materials that could pose a risk to health if not handled correctly. These may include but are not limited to: cleaning agents, clinical waste, bodily fluids, and medications.

Learning Outcome 4

Security measures in the work setting: maintaining a safe and secure environment is essential for protecting individuals, staff and sensitive information.

Security measures may include but are not limited to:
- controlled access to buildings
- visitor signing in procedures.
- alarm systems
- safe storage of records and medications.

If lone working additional measures must be followed to reduce risks, these may include but are not limited to:
- carrying a mobile phone
- logging in house calls
- checking in with supervisors or managers
- following lone working policies and procedures and risk assessments.

Premises: referring to care home, individuals' own homes and other care services.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a primarily a skill-based unit.

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Learning Outcomes 1, 2, 3 and 4 are skill based, and primary evidence should include observation of direct practice in the workplace.

Due to the nature of this unit and scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in actual person and not carried out remotely.

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

Skills for Care specification: DAC3D/HT

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Unit Title	Promote continuous development in adult care settings
Unit Number	H/651/9405
Level	3
Credit Value	3
GLH	25

Unit Aim

This unit covers continuous professional development in care settings using reflective practice and personal development plans to map and review a path for progression.

Learning outcome The learner will	Assessment criteria The learner can
1. Know what is required to be competent in own role	1.1 Describe the **duties and responsibilities** of own work role. 1.2 Describe the expectations of own work role as expressed in relevant **standards**. 1.3 Explain the relationship between **continuing professional development** and the provision of quality care. 1.4 Identify **sources of support and guidance** for planning and reviewing own development.
2. Demonstrate commitment to own development	2.1 Assess own knowledge, performance and understanding against relevant standards. 2.2 Work with **others** to identity and prioritise own learning needs, professional interests and development aspirations. 2.3 Work with others to agree own personal and professional development plan. 2.4 Work with others to achieve and review **personal and professional development plan.** 2.5 Record progress in relation to personal and professional development.
3. Understand the value of reflective practice	3.1 Describe the benefits and **scope** of reflective practice. 3.2 Explain the importance of **reflective practice** in supporting continuous improvements to own practice and provision of quality care.
4. Use reflective practice to improve ways of working	4.1 Reflect on how **learning activities** have affected practice. 4.2 Reflect on how own values, beliefs and experiences may affect working practices.

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		4.3 Reflect on own ability to use initiative, make decisions and take responsibility for own actions.
		4.4 Use reflections and feedback from others to evaluate own performance and inform development.
5. Develop leadership behaviours		5.1 Model high standards of practice to encourage others to make a positive difference.
		5.2 Share ideas to improve services with others.
		5.3 Promote partnership approaches to supporting individuals.
		5.4 Provide colleagues with **constructive feedback**.

Additional information

Learning Outcome 1

Duties and responsibilities: learners should discuss their duties and responsibilities in the context of providing person-centred care and support.

Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards.
Standards may also include:
- Skills for Care/Health Codes of Conduct
- Care Certificate standards
- CQC Fundamental Standards

Continuing professional development: refers to the ongoing process of learning, monitoring, recording and reflecting on the skills, knowledge, and experience throughout a care worker's career – both formally and informally. As part of continuing professional development (CPD), the Care Workforce Pathway can support the learner to progress, reflect on up-to-date practices and develop.

Sources of support and guidance: may include:
- formal and informal support
- supervision and appraisal
- mentoring and peer support
- within and outside the organisation
- the Care Workforce Pathway.

Learning Outcome 2

Others: in this context, this will refer to line manager, assessor and/or supervisor. It could also include:
- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services

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- colleagues and peers
- professionals from other services.

Personal and professional development plan: may be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review.

Learning Outcome 3

Scope: learners should recognise that it is also important to reflect on the practice or behaviours of others as well as reflecting on events, activities, and situations to gain insight and understanding.

Reflective practice: supports continuous improvement in own skills and contributes to better outcomes for the individuals that are being supported. It is also an essential part of the Care Workforce Pathway, which encourages ongoing learning and development to help progress in own role and maintaining professional standards.

Learning Outcome 4

Learning activities: evaluation must cover a range of learning activities and must include reference to online learning e.g. e-learning, virtual classrooms, online tutorials, webinars, internet research as well as face to face methods (where learner has access).

Learning Outcome 5

Constructive feedback: Not necessarily in a formal line management capacity, but more in an everyday leadership approach. This may also involve partners and other stakeholders in the care and support of individuals.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 2, 4 and 5 are skill based, and primary evidence should include observation of direct practice in the workplace. For Learning Outcomes 2 and 4, it

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is acknowledged observation could be carried out remotely e.g. a learner discussing their development and reflecting on practices with a line manager.

Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording and storage protocols.

For Learning Outcome 5 and likely holistic scenarios where this evidence is likely to be gained e.g. in direct and holistic practices in the working environment, this observation should be in actual person and not carried out remotely.

Details of the relationship of the unit and relevant national occupational standards
Skills for Care specification: DAC3E/CD

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Unit Title	Manage own personal wellbeing
Unit Number	J/651/9406
Level	3
Credit Value	3
GLH	20

Unit Aim

This unit provides the learner with the knowledge and understanding required to promote their own wellbeing, including the ability to monitor and manage their own stress.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand **own wellbeing**	1.1 Define '**personal wellbeing**', '**self-care**' and '**resilience**' 1.2 Describe **factors** that positively and negatively influence own wellbeing. 1.3 Describe indicators of own wellbeing and wellbeing deterioration.
2. Understand the importance of maintaining and improving own wellbeing	2.1 Describe how own wellbeing impacts role and behaviour. 2.2 Evaluate how own wellbeing impacts **others**.
3. Know how to maintain and improve own wellbeing	3.1 Describe **strategies** to maintain and improve own wellbeing. 3.2 Identify a range of wellbeing **support offers** available and how to access them. 3.3 Explain how to access professional help if needed.
4. Know how to manage own **stress** and **anxiety**	4.1 Define "stress" and "anxiety". 4.2 Identify indicators of stress and anxiety in oneself. 4.3 Describe factors that can trigger stress and anxiety in oneself. 4.4 Describe how stress and anxiety may affect own reactions and behaviours towards others. 4.5 Describe strategies for managing own stress and anxiety. 4.6 Explain how to access a range of support offers.

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Additional Information

Learning Outcome 1

Own wellbeing: in this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

Personal wellbeing: refers to overall physical, mental, emotional and social health and covers area such as:
- physical health (rest, nutrition, exercise, diet)
- mental health (managing anxiety and coping with demands)
- social connections (relationships, support networks)
- work life balance and job satisfaction.

Self-care: means taking active steps to prevent, protect and improve one's own wellbeing to ensure focus needed to deliver quality care: this could include setting health boundaries at work and in own personal life such as:
- getting enough sleep and eating a balanced diet
- asking for help when needed
- taking regular breaks and utilising annual leave
- reflecting on own emotional needs.

Resilience: is the ability to cope with pressure, recover from setbacks and adapt to change and covers area such as:
- positive thinking and self-reflection
- using support networks
- taking part in training and personal development
- practising self-care routinely
- recognising that some people may excel when working under pressure

Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace.

Learning Outcome 2

Others: may include team members, other colleagues, individuals accessing care and support services, families, carers, and other professionals. Learners may also wish to consider their personal relationships.

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Learning Outcome 3

Strategies: these should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.

Support offers: accessing support offers reduces stress, prevents burnout and maintains a healthy work life balance. It also supports a learner's personal and professional development – one of the key goals within the Care Workforce Pathway. Learners should consider offers they use as well as those they currently choose not to, such as:

- workplace support: supervision and appraisal, employer assistance programmes (EAPs), occupational health services
- professional support: unions and professional bodies
- external wellbeing services
- peer support and networks: team meetings, buddy systems, reflective practice groups.

Learning Outcome 4

Stress: is a natural response to pressure or challenging situations and can have positive as well as negative effects on a person. In this context we refer to the negative impacts of stress. Examples of impact could include:

- physical impact – headaches, fatigue, sleep problems weakened immune system
- emotional and mental health impact – anxiety, low mood, feeling overwhelmed, loss of motivation
- behavioural impact – withdrawing from others and work situations, poor time management and risk of full burnout
- impact on work performance – poor communications, making mistakes and missing key details
- impact on professional standards – increased risk of breaching policies and procedures.

Anxiety: is a feeling of worry or fear that can become overwhelming and can affect your thoughts, emotions and ability to focus. In this context, we refer to the negative impacts.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge only based unit.

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Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Details of the relationship of the unit and relevant national occupational standards
Skills for Care specification: DAC3E/PW

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Optional Units

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Unit Title	Leadership and management fundamentals
Unit Number	K/651/9407
Level	3
Credit Value	3
GLH	12

Unit Aim

This unit introduces learners to the concepts of leadership and management. Learners will develop a fundamental awareness and understanding of leadership as a role and management as a function. Key to this understanding will be effectively operating as a leader and as a manager in different situations.

The aim of this unit is, therefore, to establish the essential knowledge required to perform as a leader and as a manager where the practical application of knowledge is a key aspect of the unit.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the role of a leader	1.1 Define the term 'leadership' 1.2 Explain the requirements of effective leadership 1.3 Describe ways to lead effectively
2. Know why organisations have managers	2.1 Describe what is meant by the term management 2.2 Explain the functions of management 2.3 Describe different roles of a manager 2.4 Identify the differences between leadership and management
3. Be able to apply leadership in context	3.1 Implement appropriate leadership styles and behaviours 3.2 Demonstrate leadership in different situations 3.3 Reflect on own performance as a leader
4. Be able to demonstrate functions of a manager	4.1 Apply suitable management functions in a range of situations

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Additional Information

Learning Outcome 1

Learners will need to develop a basic understanding of:
- leadership styles
- leadership roles
- leadership behaviours

Learners can use their experience of the current or previous work settings to demonstrate their understanding of the function and role of a leader in adult care settings. Leadership styles include:
- Autocratic
- Authoritative
- Democratic
- Coaching
- Affiliative
- Laissez-faire

Leadership roles in adult care include that of leader of the service, mentor, role model, trainer, supervisor, managing teams, liaison with other carers, families, practitioners and specialists, resource management and care planning, assessment and review.

Leadership behaviours include encouraging innovation, grounded ethics, managing with compassion, adaptability, motivation, a coaching mindset, effective communication and promoting an inspiring vision for the adult care service.

Learning Outcome 2

Learners can use examples from their current or previous work settings to explore the reasons why adult care service need managers. Reasons will include: to be compliant with registration requirements, overseeing service delivery, ensuring all service requirements are met, motivating staff, recruitment and selection, budget management and overseeing the inspection process.

Learners will need to develop a basic understanding of:
- management functions such as planning, organising, co-ordinating, commanding and controlling (Fayol)
- theorists such as Mintzberg
- key differences - leaders have 'willing followers' whereas managers can use their authority to gain compliance.

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Learning Outcome 3

Learners can use examples from their current or previous work settings to ensure the application of their chosen leadership style and related behaviours. This will need to be demonstrated in different situations which take place in the setting. These situations could include supporting a team, facilitating review meetings or preparing a new aspect of the service.

Learners will engage in real or scenario-based situations in their adult care setting, where they use their knowledge to:
- effectively lead individuals and teams
- be an open and honest leader
- lead by example
- apply theory such as Ashridge studies

Learning Outcome 4

By understanding management functions learners will be able to plan, control, organise and co-ordinate resources. Learners can use examples from their current or previous work settings to demonstrate their application of management functions relevant to the given situation. For example, managing a team, arranging staff cover, overseeing staff development or facilitating change for the service.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit is assessed through portfolio of evidence.

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

The following standards from the NOS for Management and Leadership have been mapped to this unit:

- Concern for Others
- Focus on Results
- Persuasiveness

Unit Title **Leading effective teams**
Unit Number **L/651/9408**
Level **3**
Credit Value **2**
GLH **6**

Unit Aim

Through this unit learners will begin to gain an understanding of teams and how important they are to a leader so that performance is both effective and efficient. Learners will engage with some fundamental team related concepts which will enable them to recognise key characteristics of individuals within a team and their likely impact on team dynamics and trust within a team.

The aim of this unit is, therefore, to enable learners to develop and maintain an effective team where an understanding of individual behaviours is a key consideration.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the concept of teams	1.1 Describe different types of teams 1.2 Describe different roles within a team 1.3 Explain how teams are established
2. Understand team dynamics	2.1 Describe what is meant by the term team dynamics 2.2 Describe barriers to establishing positive team dynamics 2.3 Explain why positive dynamics are important to a leader and a team
3. Be able to develop positive team dynamics	3.1 Identify the impact of individuals on team dynamics 3.2 Apply leadership models to enhance team dynamics
4. Be able to develop trust within a team	4.1 Determine the level of trust within a team 4.2 Implement plans and/or activities to increase trust within a team
Additional Information	

Learning Outcome 1

Within Health and Social Care, it is usual to work in a multi-disciplinary team environment.

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The learner could look at the teams that they work with and explain the differences in the services that they provide, their relationship with different teams and the differences in the structures of the teams, before analysing their own team. Relevant models include:

- The Hackman Model
- Belbin's Theory
- Maslow's Theory
- John Adair's Leadership Theory
- Tuckman's model is especially pertinent for AC1.3

This is a knowledge-based outcome and should set the fundamental knowledge base for the rest of the unit.

Learning Outcome 2

Again Tuckman's theory will support the learner to achieve this learning outcome, and identify the dynamics in their own team.
Barriers could include:

- Changes to expectations/conditions
- Changes in the team members/roles
- Emotional needs not being supported
- Disruptive team members
- Team members not completing their responsibilities
- Expectations/ responsibilities not being clear
- Conflicts

Martin Seligman's PERMA model amongst others will also support the learner to complete this outcome.

The learner should relate the knowledge to their own teams and use examples of their own experiences to evidence their understanding.

Learning Outcome 3

This outcome challenges the learner to look outside of the box and away from just managing the day to day running, but looking at why people react in the way that they do and how to support the team members with the dynamics that develop in a team. Leadership models could include:

- The Lewin Theory of Behavioural Leadership
- Hersey and Blanchard Situational Leadership Theory
- James MacGregor Burns Transformational Leadership Theory

The assessor needs to observe AC3.2 in a real work environment.

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Learning Outcome 4

Ken Blanchard's ABCD Trust Model could support the learner with this learning outcome. The learner could consider concepts such as:
- Team building activities
- The psychology of teams
- Interpersonal behaviour

This learning outcome needs to come from real work activities which could include a team building exercise.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit is assessed through portfolio of evidence.

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

The following standards from the NOS for Management and Leadership have been mapped to this unit:

- Concern for Others
- Focus on Results
- Persuasiveness

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Unit Title	**Understand the process and experience of dementia**
Unit Number	**M/651/9409**
Level	**3**
Credit Value	**3**
GLH	**22**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the neurology of dementia	1.1 Describe a range of causes of **dementia syndrome** 1.2 Describe the types of memory impairment commonly experienced by individuals living with dementia 1.3 Explain how **individual**s living with dementia process information 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 living with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends

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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 living with dementia

Additional Information

Dementia syndrome:

- Dementia caused by a combination of conditions, sometimes called a mixed dementia
- A set of signs and symptoms, not a single disease

Dementia

Types of dementia include:

- Alzheimer's disease
- Parkinson's disease
- Lewy body dementia
- Vascular dementia
- Frontotemporal dementia
- Mixed dementia
- Alcohol related brain damage
- Huntington's disease
- Posterior cortical atrophy (PCA)
- Young onset dementia

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

Carers e.g.

- Partner
- Family
- Friends
- Neighbours

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Understand the role of communication and interactions with individuals living with dementia
Unit Number	Y/651/9410
Level	3
Credit Value	4
GLH	22

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand that individuals living with dementia may communicate in different ways	1.1 Explain how individuals may communicate through their behaviour 1.2 Give examples of how **carers** and **others** may misinterpret communication 1.3 Explain the importance of effective communication 1.4 Describe how different forms of dementia may affect the way an individual communicates
2. Understand the importance of positive interactions with individuals living with dementia	2.3 Give examples of both positive and negative interactions with individuals 2.4 Explain how positive interactions with individuals living with dementia can contribute to their wellbeing 2.5 Explain the importance of involving individuals with dementia in a range of activities 2.6 Compare a reality orientation approach to interactions with a validation therapy approach
3. Understand the factors which can affect interactions and communication of individuals living with dementia	3.1 Identify both the physical and the mental health needs that may need to be considered when communicating with an individual living with dementia 3.2 Describe how the sensory impairment of an individual living with dementia may affect their communication skills 3.3 Describe how the environment might affect an individual

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		3.4 Describe how the behaviour of carers or others might affect the wellbeing of an individual

Additional Information

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

Carers e.g.
- Partner
- Family
- Friends
- Neighbours

Well being
- Sense of hope
- Sense of agency
- Confidence
- Self esteem
- Physical health

Wellbeing indicators:
- Can communicate wants, needs and choices
- Makes contact with other people
- Shows warmth and affection
- Showing pleasure or enjoyment
- Alertness, responsiveness
- Uses remaining abilities
- Expresses self creatively

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- 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.

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC 21, 31, 41, 24, 35 45

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Unit Title	**Enable rights and choices of individuals living with dementia**
Unit Number	**A/651/9411**
Level	**3**
Credit Value	**5**
GLH	**29**

Unit Aim

This unit is about the learner's knowledge, understanding and skills for supporting the rights and choices of an individual living with dementia.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand legislation and agreed ways of working with individuals living with dementia	1.1 Outline legislation that relates to the rights and choices of individuals living with dementia 1.2 Explain agreed ways of working that relate to rights and choices of an individual living with dementia
2. Be able to support the rights and choices of individuals living with dementia	2.1 Explain how to support an individual living with dementia to exercise their rights in the planning and delivery of their care 2.2 Demonstrate how to gain consent from an individual living with dementia 2.3 Support an individual living with dementia when planning and delivering care: • according to their best interests • to promote their rights and choices 2.4 Demonstrate ways to adjust the physical environment to support individuals living with dementia 2.5 Explain how social aspects of an environment can support individuals living with dementia
3. Be able to involve carers and others in supporting individuals living with dementia	3.1 Work with carers and others in planning support that is in the best interest of an individual living with dementia 3.2 Explain how conflicts of interest can be addressed when working with individuals living with dementia

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4. Be able to maintain the privacy, dignity and respect of individuals living 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 living with dementia whilst respecting their privacy and dignity
	4.3 Explain how to support individuals living with dementia to comment or complain on the care that they receive

Additional Information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.2, 2.3, 2.4, 3.1, 4.1, 4.2 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements

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

N/A

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Unit Title   **End of life and dementia care**
Unit Number   **D/651/9412**
Level   **3**
Credit Value   **3**
GLH   **20**

Unit Aim

This unit provides the learner with the knowledge and understanding of how end of life care can be different with individuals living with dementia and how to support the individual and their carers through end of life care.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the provision of end of life care for individuals living 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 **individual** living with dementia to that of an individual without dementia 1.3 Explain why it is important that end of life care for an individual living with dementia must be person-centred 1.4 Explain why individuals living with dementia need to be supported to make advanced care plans
2. Understand how to support individuals living with dementia affected by pain and distress at end of life	2.1 Explain why pain in individuals living with dementia is often poorly recognised and undertreated 2.2 Describe ways to assess whether an individual living with dementia is in pain or distress 2.3 Describe ways to support individuals living with dementia to manage their pain and distress at end of life using: • medication • non-medication techniques
3. Understand how to support carers of individuals living with dementia at end of life	3.1 Explain why **carers** may experience guilt and stress at the end of life of an individual living with dementia 3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals living with dementia

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	3.3 Describe how **others** caring for individuals living with dementia may experience loss and grief
	3.4 Describe ways of supporting carers when **difficult decisions** need to be made for individuals living with dementia at end of life
	3.5 Explain how to support carers and others to care for an individual living with dementia in the final stages of their life

Additional Information

Individual is the person receiving support or care in the work setting.

Carer is the unpaid carer, often a relative or friend.

Others may include:
- Partner
- Family
- Friends
- Neighbours
- Care Worker
- Colleague
- Manager
- Other professionals

Difficult decisions may include the carers, families, friends and others making some decision on behalf of the individual living 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.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Equality, diversity, inclusion and human rights in dementia care practice
Unit Number	F/651/9413
Level	3
Credit Value	4
GLH	31

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of equality, diversity, inclusion and human rights 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 how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for individuals living with dementia 1.3 Describe ways in which an individual living with dementia may experience discrimination 1.4 Explain the effects of discrimination on an individual living 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 **diversity** 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 • who have a learning disability • who are from different cultural backgrounds • who are at the end of life 2.4 Explain how an individual's experience of dementia can impact on carers and **others**

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3. Be able to work in a person-centred way with individuals living 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, diversity and inclusion	4.1	Work with others to support equality, diversity and inclusion for individuals living with dementia
	4.2	Share an individual's preferences and interests with others
	4.3	Explain how to challenge discriminatory practice when working with an individual living with dementia

Additional Information

Diversity
This may include:
- History
- Family
- Culture
- Ethnicity
- Religion/belief
- Sex/gender
- Sexual orientation
- Work/life experience
- Age
- Disability

Others e.g.
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses

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- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

HSC 21, 31, 41, 24, 35, 45

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Unit Title	Support individuals with living dementia to eat and drink
Unit Number	H/651/9414
Level	3
Credit Value	3
GLH	16

Unit Aim

This unit is to assess the knowledge and skills required to support the eating and drinking needs of an individual living with dementia through a person-centred approach.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how dementia can affect the nutritional needs of **individuals**	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 living 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 living with dementia
2. Understand the effect that mealtime environments can have on an individual living with dementia	2.1 Describe how a **person-centred approach** can support an individual, living with dementia at different levels of ability, to eat and drink 2.2 Explain how **mealtime** cultures and environments can be a barrier to meeting the nutritional needs of an individual living 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

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3. Support an individual living 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 living with dementia to plan:
	• mealtime environments
	• eating and drinking
	• food presentation
	3.3 Evaluate the use of person-centred approach in providing the nutritional requirements of an individual living with dementia

Additional Information

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

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

Meal times:
• Meal planning
• Food shopping
• Food preparation
• Pre- and post-meal activities
• Dining
• Snacking

Assessment requirements specified by a sector or regulatory body (if appropriate)

Learning outcome 3 needs to be assessed in the workplace environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

This unit links to HSC 213, HSC 214 and HSC 21, 31, 41, 24, 35, 45.

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Unit Title	Understand the administration of medication to individuals living with dementia using a person-centred approach
Unit Number	J/651/9415
Level	3
Credit Value	3
GLH	15

Unit Aim

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 confirms competence.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the common medications available to, and appropriate for, individuals living with dementia	1.1 Identify common medications used to treat symptoms of dementia 1.2 Describe how medications affect individuals living 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 living with dementia who may be in pain, be anxious or agitated
2. Understand how to provide person centred care to individuals living with dementia through the appropriate and effective use of medication	2.1 Describe person-centred ways of **administering** medicines whilst adhering to the requirements of the Mental Capacity Act 2.2 Explain the importance of advocating for an individual living with dementia who may be prescribed medication
Additional Information	

Administering
- Fitting with the routines of the individual
- Meeting the preferences of the individual (tablets/solutions)

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- Enabling techniques
- Self-administration

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Understand models of disability
Unit Number	Y/616/5310
Level	3
Credit Value	3
GLH	26

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand models of disability	1.2 Explain **models** of disability 1.2 Compare models of disability
2. Understand how models of disability can shape an individual's identity and experience	2.2 Explain how models of disability can impact on an individual's: • identity • experience
3. Understand how models of disability affect service delivery	3.2 Explain how models of disability can shape service delivery 3.2 Explain how work based practice can support individual's: • wellbeing • quality of life

Additional Information
Models: • medical model   • social model   • psycho-social model
Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards

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Sensory Services 1,2,3,10,11

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Unit Title	Support young people with a disability to make the transition into adulthood
Unit Number	K/651/9416
Level	3
Credit Value	5
GLH	40

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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: • freedoms • rights • responsibilities 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 families 2.3 Identify challenges young people with a disability might have in: • understanding change • coping with change 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 legislation and local and national practice guidelines support the transition for a young person with a disability from childhood into adulthood

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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
	3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
	3.3 Explain how personal budgets can be used with young people in transition
	3.4 Explain the types of support that a young person with a disability may need during, the transition process
	3.5 Explain the role of **key agencies and professionals** likely to be involved in the transition process
4. Be able to support a young person with a disability through transition into adulthood	4.1 Support a young person to explore **options for their future**
	4.2 Use **person-centred thinking** to identify with the young person their needs and aspirations
	4.3 Use person-centred thinking to develop with the young person a plan to support them through transition
	4.4 Involve families in the transition process according to the wishes of the young person
	4.5 Identify ways to provide **resources** to meet a young person's needs
	4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood
5. Be able to support a young person to reflect on the transition	5.1 Use **person-centred approaches** with the young person to review their transition plan
	5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future

Additional Information

Changes: physical, social, emotional changes

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

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

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

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

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

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

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

Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning outcomes 4 and 5 must be assessed in a real work environment. This qualification must be assessed inaccordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
Links to HSC 310, 329, 332, 344, 412

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Unit Title	Understand positive risk taking for individuals with disabilities
Unit Number	T/616/5315
Level	3
Credit Value	3
GLH	25

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand that **individuals** with disabilities have the same right as everyone else to take risks	1.1 Explain ways in which risk is an integral part of everyday life 1.2 Explain why 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

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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 **abuse**, exploitation and harm in different areas of their lives 4.2 Explain how to support individuals to recognise and manage potential risk in **different areas of their lives** 4.3 Explain the importance of balancing the choices of the individual with their own and **others'** health and safety 4.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks 4.5 Explain the importance of recording all discussions and decisions made
5. Understand the importance of a partnership approach to risk taking	5.1 Explain the importance of a person-centred partnership approach 5.2 Describe ways of handling conflict when discussing and making decisions about risk

Additional Information

Individual is someone requiring care or support

Abuse may include the following types:
- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect
- Digital abuse or cyber bullying

Different areas of their lives 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

Others may include
- The individual

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

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
Links to HSC 3117

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Unit Title   **Support families who have had a child with a disability**
Unit Number   **L/651/9417**
Level   **3**
Credit Value   **2**
GLH   **6**

Unit Aim

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. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a **diagnosis** of a disability 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 **interpersonal relationships within a family** 1.5 Identify the changes that may need to be made to: • family life • social life • work • education • accommodation 1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences
2. Be able to support families who have a child with a disability	2.1 Establish with the family the support required 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

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3. Be able to 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 Provide information to a family about community resources and informal networks to enable them to make choices 3.3 Support a family to use community resources and informal networks
4. Be able to work in partnership with **other professionals and agencies** to support families with a child with a disability	4.1 Identify **support** and resources that a child with a disability may need 4.2 Investigate the roles of other professionals and agencies that may provide support to families 4.3 Provide information to a family about professionals and agencies that may provide **support** 4.4 Identify when referrals should be made to other professionals and/or agencies 4.5 Work in partnership with other professionals and agencies to provide support to families with a child with a disability 4.6 Review the outcomes for the family of partnership working 4.7 Report any additional support required by the family

Additional Information

Diagnosis, for example:
- Physical disabilities
- Learning disabilities
- Mental health problems
- Sensory needs

Interpersonal relationships within the family, for example:
- Relationships with siblings
- Relationships between siblings and parents
- Relationships with grandparents

Other professionals and agencies
- Teachers
- Educational Psychologist
- Educational Welfare
- Physiotherapist
- Occupational Therapist
- Nurse
- GP

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- Social Worker - Dietician - Speech and Language Therapist
Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Support parents with disabilities
Unit Number	M/651/9418
Level	3
Credit Value	7
GLH	43

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legislative and policy framework that underpins good practice in the support of parents with disabilities	1.1 Outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment 1.2 Explain the **statutory responsibilities** placed on organisations towards families and children who are in need
2. Understand the support available to parents with disabilities	2.1 Explain the assistance 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 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

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

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		7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures

Additional Information

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

Statutory responsibilities refers to those outlined in the current legislation

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

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

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.2, 6.3 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

Links to HSC 333, 388, 392

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Unit Title	**Principles of supporting young people with a disability to make the transition into adulthood**
Unit Number	**L/650/1442**
Level	**3**
Credit Value	**4**
GLH	**23**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the stages in moving from childhood into adulthood	1.1 Describe the **changes** 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 and their **families** 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 **current legislation, and local and national practice guidelines** 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 life
3. Understand the options for supporting young people with disability to make the transition into adulthood	3.3 Explain how a young person with a disability could be supported to have equal opportunities to make life choices 3.4 Explain how to support a young person with a disability to explore employment or continued

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		education and development opportunities
	3.5	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
	•	before a transition
	•	during a transition
	•	after the transition process
	4.2	Describe the support available that a young person with a disability may require
	•	before a transition
	•	during a transition
	•	after the transition process
	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 **agencies and other professionals** involved in the transition process
	4.7	Describe areas of tension and conflict that can arise during the transition into adulthood
	4.8	Evaluate methods of support available for 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		

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

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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

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements
Details of the relationship of the unit and relevant national occupational standards
Links to HSC 310, 329, 332, 344, 412

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Unit Title	Work with professionals and agencies to support individuals with physical disabilities
Unit Number	R/651/9419
Level	3
Credit Value	3
GLH	24

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1 Describe when it would be important to involve **other professionals** to support **individuals** with physical disabilities 1.2 Explain the different referral processes in their place of work to gain the support of other professionals 1.3 Describe provision from across specialist **agencies** that operate in their place of work 1.4 Analyse the impact specialist agencies have on providing wider services for the individual in their 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 3.2 Use verbal and written communication skills to

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	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
	3.4 Evaluate and record the outcomes for the individual of partnership working
	3.5 Document the work carried out with other professionals and or agencies

Additional Information

Professionals could include:
- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

Individual – the person requiring support or care.

Agencies - this can include agencies specific to individual conditions

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.2, 2.3 and 3.1, 3.2, 3.3, 3.5 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Support individuals with multiple conditions and disabilities
Unit Number	A/651/9420
Level	3
Credit Value	5
GLH	34

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the impact of multiple conditions and disabilities on individuals	1.1 Describe the possible multiple conditions and disabilities that an individual may have 1.2 Explain the impact on an individual's well-being and quality of life 1.3 Explain the 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 2.2 Explain resources available to support individuals 2.3 Explain the role of informal networks in providing support to individuals
3. Understand the different roles involved in supporting individuals with multiple conditions and disabilities	3.1 Explain own role and responsibilities in supporting individuals within agreed ways of working 3.2 Explain the roles and responsibilities of other professionals involved in supporting individuals

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4. Be able to assist individuals with multiple conditions and disabilities to engage in activities	4.1 Support an individual to identify their needs, wishes, abilities and preferences 4.2 Support an individual to identify resources to support engagement in activities 4.3 Support an individual to identify specialist equipment to support engagement in activities
5. Be able to evaluate the support provided to an individual with multiple conditions and disabilities in order to engage in activities	5.1 Support the individual to assess how well the activity has met their needs, wishes, abilities and preferences 5.2 Review with others the support given to an individual to engage in an activity 5.3 Reflect on support given by themselves to an individual to engage in activities 5.4 Explain how they have adapted their own practice to support the needs of an individual

Additional Information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 4.1, 4.2, 4.3, 4.4 and 5.1, 5.2 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	**Support individuals with a learning disability to access healthcare**
Unit Number	**D/651/9421**
Level	**3**
Credit Value	**3**
GLH	**25**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 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 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
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of **healthcare services** that an individual with learning disabilities may need to access 2.2 Explain how an individual can access each type of healthcare service

3.	Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1	Describe the role and responsibility of professionals working in different types of healthcare services
4.	Understand how **plans for healthcare** and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1 4.2 4.3	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities Identify the health checks available to individuals to support health and well being Explain the importance of routine healthcare checks
5.	Be able to complete and review plans for healthcare	5.1 5.2 5.3	Identify who needs to be involved in the process of completing and reviewing plans Complete plans for healthcare with an individual or **significant others** Review plans for healthcare with an individual or significant others
6.	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 6.2	Explain ways to overcome barriers to accessing healthcare services Explain why an individual with learning disabilities may face additional barriers
7.	Be able to support an individual with learning disabilities when accessing healthcare services	7.1 7.2 7.3 7.4 7.5 7.6 7.7	Use a **person-centred approach** to support an individual to access healthcare services Provide accessible information related to healthcare to individuals Work with **others** when supporting an individual to access healthcare services Support individuals in a range of **practical healthcare situations** Support the individual to make safe choices with regard to **treatments and medication** Record details of a healthcare visit in a format that an individual can understand in line with agreed ways of working Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

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Additional Information

Additional information about this unit (amplification for assessment criteria)

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

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

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Assessment requirements specified by a sector or regulatory body (if appropriate)
LOs 5 and 7 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Understand sensory loss**
Unit Number   **L/650/0868**
Level   **3**
Credit Value   **3**
GLH   **24**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the causes of **sensory loss**	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: • onset of sensory loss • changes in sensory status 2.3 Describe sources of support for individuals experiencing: • onset of sensory loss • changes in sensory status
3. Understand **factors** that impact on an individual with **sensory loss**	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 **sensory loss**	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

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Additional Information

Congenital sensory loss
Is when the loss was present at birth or very soon after

Acquired sensory loss
Is when the impairment develops later in the person's life.

Sensory Loss could include:
- Sight loss
- Hearing loss
- Deaf/blindness
- Loss of taste
- Loss of touch
- Loss of smell

Factors could include:
- Communication
- Information
- Familiar layouts and routines
- Mobility

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Support the assessment of individuals with sensory loss
Unit Number	F/651/9422
Level	3
Credit Value	4
GLH	31

Unit Aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support assessment of individuals with sensory loss.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand types of assessments available to individuals with **sensory loss**	1.1 Describe types of assessments that are available to individuals 1.2 Explain the purpose of assessments available to individuals 1.3 Explain 'holistic assessment' for individuals 1.4 Explain 'eligibility criteria' in relation to assessment
2. Understand roles involved in assessment of individuals with sensory loss	2.1 Explain own roles and responsibilities in supporting assessment of individuals 2.2 Explain roles and responsibilities of others in supporting assessment of individuals 2.3 Explain how to involve individuals in an assessment
3. Be able to support assessment of individuals with sensory loss	3.1 Support an individual to actively participate in an assessment 3.2 Gather information for assessment of an individual using: • **formal methods** • **informal methods** 3.3 Agree areas of assessment where an individual will require input from **others** 3.4 Contribute to the assessment of an individual within boundaries of own work role 3.5 Record observations of agreed areas for assessment in line with agreed ways of working 3.6 Provide records to support an assessment

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		adhering to agreed ways of working
4. Be able to review the effects of assessment on service delivery for an individual with sensory loss	4.1	Review the impact of an assessment on service delivery for an individual
	4.2	Support the individual to identify the impact of an assessment on their **wellbeing**

Additional Information

Sensory loss can include loss of:
- Hearing
- Sight
- Touch
- Taste
- Smell

Others could include:
- Other professionals
- Carers / family members
- Advocates
- Colleagues
- Specialist organisations

Wellbeing e.g.
- Emotional
- Psychological
- Physical

Formal and informal methods could include:
- Observation
- Communication
- Feedback from individuals
- Feedback from families / carers / friends
- Reviews

Assessment requirements specified by a sector or regulatory body (if appropriate)

Learning Outcomes 3 and 4 must be assessed in real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Support communication with individuals with sensory loss
Unit Number	H/651/9423
Level	3
Credit Value	4
GLH	29

Unit Aim

The purpose of this unit is to provide the learner with the knowledge and skills required to support communication with individuals with sensory loss.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the 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: • based on formal language systems • not based on formal language systems
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

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	communication with an individual with sensory loss with:
	• an individual with sensory loss
	• others and different members of the care team
	4.4 Explain how to improve agreed methods of communication with an individual with sensory loss

Additional Information

Sensory Loss could include:
- Sight loss
- Hearing loss
- Loss of taste
- Loss of touch
- Loss of smell

Assessment requirements specified by a sector or regulatory body (if appropriate)

Learning Outcomes 3 and 4 must be assessed in real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Support the promotion of awareness of sensory loss
Unit Number	J/651/9424
Level	3
Credit Value	1
GLH	6

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the value of promoting awareness of sensory loss	1.1 Explain why it is important to promote awareness of sensory loss for: • individuals • service provision • social perceptions and attitudes
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. Be able to provide information that promotes awareness of sensory loss	3.1 Explain the information and resources available in relation to sensory loss within own local health service provision 3.2 Provide others with information on evidence based best practice relevant to own service area

Additional Information

Sensory Loss could include:
- Sight loss
- Hearing loss
- Loss of taste
- Loss of touch
- Loss of smell

Others could include:
- Other professionals
- Carers / family members

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- Advocate
- Colleagues

Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning Outcome 3 must be assessed in real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Promote rights and values in the use of assistive technology in social care
Unit Number	K/651/9425
Level	3
Credit Value	3
GLH	17

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand rights and values for **assistive technology**	1.1 Describe where human rights are underpinned by legislation and codes of practice 1.2 Explain how assistive technology can promote an **individual**'s 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 **others** 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: • dignity • autonomy • privacy • confidentiality 2.2 Explain the potential of assistive technology to breach an individual's: • dignity • autonomy • privacy • confidentiality 2.3 Explain how assistive technology may gather personal data about individuals and others

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		2.4	Explain the safeguards that can be put in place to protect personal data
3. Be able to support the rights of an individual and others in the implementation of assistive technology		3.1	Support an individual and others to understand the benefits of assistive technology to their:
		•	dignity
		•	autonomy
		•	privacy
		•	confidentiality
		3.2	Work with an individual and others to address conflicts between proposed assistive technology solution and their human rights
		3.3	Support an individual and others to understand the risks of assistive technology to their:
		•	dignity
		•	autonomy
		•	privacy
		•	confidentiality
		3.4	Ensure an individual and others are informed about the use of their personal data

Additional Information

Additional information about this unit (amplification for assessment criteria)

Assistive technology may include:
Electronic: e.g.
- sensor mats/pads
- pendants/telecare
- echo bot/reminding tool
- key pad entries
- keys with lights
- applications for budgeting/direction finding/instructions
- talking books

Physical: e.g.
- kettle tippers
- jar openers
- special cutlery/utensils
- key safe box
- stocking aids

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Organisational e.g.
- iPads/apps/tablets
- PCs/laptops
- video links
- webinars
- software packages

Remotely or virtually operated assistive technology

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

Others may include:
- colleagues
- team members
- carers
- families
- other professionals

Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning outcome 3 must be assessed in the work setting. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	**Installation, maintenance and removal of assistive technology in social care**
Unit Number	**L/651/9426**
Level	**3**
Credit Value	**2**
GLH	**15**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the implications for individuals and others of assistive technology installation	1.1 Explain the impact of installing assistive technology on: • an **individua**l • carers/**others** 1.2 Explain policies and procedures for safety in relation to assistive technology when working in an individual's own home
2. Be able to install assistive technology	2.1 Support an individual and carers/others to understand the purpose of installing assistive technology 2.2 Work in partnership with an individual and carers/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 carers/others to understand instructions on safe use 2.7 Discuss service agreements with an individual and carers/others
3. Be able to support an individual and carers/others to maintain assistive technology	3.1 Provide an individual and carers/others with information on the maintenance of assistive technology 3.2 Ensure an individual and carers/others are aware of support available if assistive technology becomes inoperable

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| 4. Be able to support an individual and others to remove assistive technology | 4.1 Provide information to an individual and carers/others on removal and disposal of assistive technology after use |
| | 4.2 Support an individual and carers/others to carry out removal of assistive technology in accordance with **agreed ways of working** |

Additional Information

This unit refers to remotely or virtually operated assistive technology

An **individual** is someone requiring care or support
- Policies and procedures for safety including:
- Safeguarding
- Infection prevention
- Fire risk
- Risk Assessment

Others may include:
- colleagues
- team members
- carers
- families
- other professionals

Support available if assistive technology becomes inoperable including:
- Procedure
- Contact details
- Associated cost

Agreed ways of working may include organisational practices, policies and procedures where they exist

Assessment requirements specified by a sector or regulatory body (if appropriate)

Learning outcomes 2, 3, 4, must be assessed in the work setting.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Interact with and support individuals using telecommunications
Unit Number	**M/651/9427**
Level	**3**
Credit Value	**5**
GLH	**36**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 use of telecommunications 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: • providing opportunities to sustain the interaction • providing reassurance of continued interest • encouraging individuals to share their concerns

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			• responding to the individual's immediate requirements at each stage during the interaction
			• recognising where anonymity may encourage them to respond
		3.2	Provide information about the service and confirm its appropriateness to the individual
		3.3	Identify the significance of the circumstances the individual is in
		3.4	Encourage callers to provide additional information about their situation or requirements
		3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
		3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out
4.	Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Evaluate the implications of any risk or dangers facing an individual, including:
			• the circumstances in which the interaction is being made
			• the types of problems which could occur
			• the significance of any signs of increased stress during interactions
			• whether there are any constraints on individuals
			• the appropriate action to deal with any risks, dangers or problems
5.	Be able to terminate the interaction	5.1	Demonstrate how to end interactions including:
			• identifying when to close the interaction
			• providing clear information to the individual on the reasons for ending the interaction
			• operating to the guidelines and procedures of the organisation
			• explaining what further action may be taken
		5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
		5.3	Record and check the individual's demographic details

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		5.4 Identify why recording and checking details might be required before ending/transferring the call

Additional Information

N/A

Assessment requirements specified by a sector or regulatory body (if appropriate)

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

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

This unit links to GEN21.

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Unit Title	**Support individuals in the use of assistive technology**
Unit Number	R/651/9428
Level	4
Credit Value	4
GLH	32

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the assistive technology available to support individuals	1.1 Evaluate 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 **well being** 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 2.2 Support an individual to access specialist information and guidance about assistive technology 2.3 Support an individual to select assistive technology to meet their needs and preferences 2.4 Support an individual to use assistive technology
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 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 3.4 Explain when and to whom referrals for maintenance or repair would be made
4. Be able to evaluate the use of assistive technology to meet identified outcomes	4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and / or **others** 4.2 Provide feedback to others on the use of assistive technology 4.3 Revise plans to use assistive technology to achieve identified outcomes 4.4 Evaluate own practice in using assistive technology to meet identified outcomes

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	4.5 Adapt own practice to support the needs of the individual

Additional Information

Well Being: • Emotional • Psychological • Physical **Others** could include: • Other professionals • Carers / family members • Advocates • Colleagues

Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Supporting neurodiverse individuals**
Unit Number   **T/651/9429**
Level   **3**
Credit Value   **6**
GLH   **40**

Unit Aim

This unit develops the knowledge, understanding, and practical skills required to support individuals who are neurodivergent, including those with autistic spectrum conditions, ADHD, dyslexia, dyspraxia, and other neurological differences.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the characteristics and diversity of neurodivergent conditions	1.1 Describe a range of neurodivergent conditions including autism, ADHD, dyslexia, and dyspraxia. 1.2 Explain how neurodivergent conditions are diagnosed and the limitations of diagnostic approaches. 1.3 Explain the concept of neurodiversity and its social model perspective. 1.4 Describe the sensory and perceptual differences commonly experienced by neurodivergent individuals. 1.5 Explain how communication, learning, and cognitive styles vary across neurodivergent profiles
2. Understand the legal, ethical, and policy frameworks that underpin neurodiversity-inclusive practice	2.1 Outline **legislation and policy frameworks** that promote equality, inclusion, and rights for neurodivergent individuals 2.2 Analyse how these frameworks influence service design and delivery. 2.3 Explain how neurodiversity-informed approaches align with human rights and person-centred practice principles.
3. Understand theories and concepts relating to neurodiversity	3.1 Explain key psychological, genetic, and neurological theories relating to neurodivergent conditions. 3.2 Evaluate the strengths and limitations of different terminologies 3.3 Discuss the role of neurodivergent advocacy and rights movements in shaping modern practice.

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4. Support effective communication and interaction with neurodivergent individuals	4.1	Identify preferred communication methods for individuals.
	4.2	Use preferred methods to facilitate understanding and interaction.
	4.3	Adapt communication approaches to reduce barriers and sensory overload.
	4.4	Recognise how to interpret and respond to behaviour as a form of communication.
5. Support personal development and inclusion	5.1	Support individuals to identify their strengths and self-advocate.
	5.2	Support individuals to develop personal, social, or employment-related skills.
	5.3	Work with others to create inclusive environments that recognise and value neurodiversity.
	5.4	Support individuals to manage change, routines, and transitions effectively.
6. Support wellbeing, safety, and lifelong learning	6.1	Explain ways of supporting neurodivergent individuals to protect themselves from harm or exploitation.
	6.2	Support the creation of environments that balance stimulation and calmness.
	6.3	Explain how changes in needs across the lifespan affect the individual and their support networks.

Additional Information

An individual is someone requiring care or support, which may include children, young people, or adults.

Legislation and policy frameworks may include:

- Equality Act 2010
- SEND Code of Practice
- Children and Families Act 2014 (introduction of EHCPs for people up to the age of 25)
- Care Act 2014
- Mental Capacity Act 2005 (presumes capacity, ensures rights in decision-making)
- Autism Act 2009
- Core Capabilities Framework for Autism and Learning Disability
- Oliver McGowan Code of Practice

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Neurodivergence encompasses variations in neurological development and functioning, such as autism, ADHD, dyslexia, and dyspraxia.

Different terminologies may include:

- disorder
- difference

Others may include family members, carers, advocates, and professionals involved in the person's support.

Harm includes physical injury, emotional distress, exploitation, or neglect resulting from unmet support needs.

Specific preferences and needs refer to how the individual's strengths, sensory profile, and learning style can be best supported.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 4,5 and 6 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

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

SCDHSC0021 Support effective communication

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SCDHSC0027 Contribute to health, safety, and wellbeing

SCDHSC0028 Support individuals with specific communication needs

SCDHSC0032 Promote inclusion and positive outcomes for individuals

SCDHSC0241 Contribute to supporting individuals with autistic spectrum conditions

SCDHSC0369 Support individuals with autistic spectrum conditions

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Unit Title   **Understand mental well-being and mental health promotion**

Unit Number   **D/651/9430**
Level   **3**
Credit Value   **3**
GLH   **20**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental well-being and mental health 1.2 Explain the range of factors that may influence mental well-being and mental health problems across the **life span**, including: • biological factors • social factors • psychological factors • emotional factors 1.3 Explain how **risk factors** and **protective factors** influence levels of resilience in **individuals** and groups in relation to mental well-being and mental health
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health 2.2 Explain how to support an individual in promoting their mental well-being and mental health 2.3 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community

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		2.4 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Additional Information

Life span: learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Risk factors: including inequalities, poor quality social relationships

Protective factors: including socially valued roles, social support and contact

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

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

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

This unit links to MH14.

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Unit Title **Understand mental health problems**
Unit Number **F/651/9431**
Level **3**
Credit Value **3**
GLH **16**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the types of mental ill health	1.1 Describe the following types of mental ill health according to the psychiatric (Diagnostic and Statistical Manual of Mental Disorders (DSM) / International Classification for Diseases (ICD-11)) classification system: • mood disorders • personality disorders • anxiety disorders • neurodevelopmental disorders • psychotic disorders • substance-related disorders • eating disorders • cognitive disorders 1.2 Explain the key strengths and limitations of the psychiatric classification system 1.3 Explain alternative frameworks for understanding mental distress 1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how **individuals** experience discrimination 2.2 Explain the **effects** mental ill health may have on an individual

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| | | 2.3 | Explain the effects mental ill health may have on those in the individual's familial, social or work network |
| | | 2.4 | Explain how to intervene to promote an individual's mental health and wellbeing |

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Assessment criteria 2.2 and 2.3 should cover: **Effects:** • psychological and emotional impacts • behaviour • physical health • practical and financial impacts • the impact of using services • social exclusion • positive impacts

Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Details of the relationship of the unit and relevant national occupational standards
This unit links to SCDHSC3111 and MH14.

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Unit Title　　**Supporting trauma-informed practice**
Unit Number　　H/651/9432
Level　　3
Credit Value　　4
GLH　　30

Unit Aim

Trauma-informed practice means recognising the prevalence and impact of trauma; ensuring services do not re-traumatise; promoting safety, choice, collaboration, empowerment, and trust. This unit supports care workers / managers to embed trauma-informed principles in their practice, improving outcomes for people who have experienced harm or abuse.

Learning outcome The learner will	Assessment criteria The learner can
1. Define trauma and its effects on adults.	1.1 Define trauma, including abuse, neglect, sudden loss, violence 1.2 Describe the short-term and long-term effects of trauma on adults 1.3 Explain how past trauma may impact current health, relationships, behaviour
2. Recognise signs of trauma and risks of re-traumatisation.	2.1 Identify signs of trauma in individuals 2.2 Outline ways that care settings may inadvertently re-traumatise 2.3 Explain how to adapt care to reduce risk of re-traumatisation
3. Apply trauma-informed communication and care approaches.	3.1 Use individuals' preferred communication methods. 3.2 Give individuals choices, involving them in decisions. 3.3 Ensure individuals feel psychologically and physically safe in interactions.
4. Follow legal, ethical and organisational requirements in trauma-related situations.	4.1 Describe **relevant policies and legal and ethical frameworks.** 4.2 Apply organisational procedures in responding to disclosures. 4.3 Adhere to workplace and legislative confidentiality requirements when sharing information
5. Reflect on personal practice and maintain your resilience when supporting individuals affected by trauma.	5.1 Reflect on own values, attitudes, emotional responses in working with people who have experienced trauma 5.2 Identify sources of **support**

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	5.3 Develop a personal plan for self-care and resilience

Additional Information

Relevant policies and legal and ethical frameworks may relate to safeguarding, equal opportunities, human rights, mental health, mental capacity.

Support may include
- Supervision
- Peer support
- Mentorship

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcomes 3 and 4 are skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with the awarding organisation prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

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

Contribute to the support of individuals who have experienced trauma, harm or abuse (SFJGK511).
- Adult Care NOS Level 3: person-centred care, safeguarding, duty of care, effective communication, mental capacity.

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Unit Title	Support families of individuals with acquired brain injury
Unit Number	J/651/9433
Level	2
Credit Value	3
GLH	24

Unit Aim

This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of working in a **family centred way**	1.1 Explain how to best identify the needs and wishes of the family 1.2 Explain the importance of the family's needs and wishes being fully taken into consideration
2. Understand the long term effects of acquired brain injury on the family	2.1 Describe the physical and psychological changes that may occur for family and friends as a result of caring for an **individual** with acquired brain injury 2.2 Explain the long term consequences for a family who care for an individual with an acquired brain injury, who may be: • minimally responsive • severe • mild to moderate 2.3 Describe the potential impact on families of: • **personality changes** in the individual • lack of **self-awareness in the individual** • the individual's increased dependence upon them
3. Be able to apply legislation that is relevant to carers of individuals with acquired brain injury	3.1 Identify the appropriate legislation and policy specific to carers 3.2 Apply the key principles in legislation regarding carers of individuals with acquired brain injury to your own practice

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4. Be able to support families and friends who hold the primary caring role	4.1	Communicate with the family in order to identify what support they may need
	4.2	Demonstrate active listening and communication skills when supporting primary carer(s)
	4.3	Contribute to the assessment of the primary carer's needs and wishes
	4.4	Identify any additional support needs with the primary carer(s)
	4.5	Record and report additional needs of primary carers in line with organisational and policy requirements
5. Know the support available from **other professionals and agencies**	5.1	Explain the roles and responsibilities of the different professionals and agencies who provide support to families of an individual with an acquired brain injury
	5.2	Explain when referrals should be made to other professionals or agencies

Additional Information

Additional information about this unit (amplification for assessment criteria)

Family centred way is where the family are put at the centre of the work. Advice and information are sought from them. The learner works in partnership with them and does not intrude in the family's contribution with the individual.

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

Personality changes
- Irritability
- Disinhibited behaviour
- Frustration
- Loss of social skills
- Lack of self-awareness

Self-awareness - ability to understand the impact of behaviour on others

Primary carer(s)
- Spouse/Partner
- Parents
- Siblings
- Children
- Grandparents
- Friends or identified next of kin outside of immediate family but who are primary carers

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Other professionals or Agencies may include
• Carers' organisations • Social Workers • GPs • Supervisor • Advocate • Carers/family members • Colleagues

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Understand the impact of acquired brain injury on individuals
Unit Number	K/616/5439
Level	2
Credit Value	3
GLH	25

Unit Aim

The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their careers.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand Acquired Brain Injury	1.1 Describe **Acquired Brain Injury** 1.2 Identify causes of Acquired Brain Injury
2. Understand the effects of Acquired Brain Injury on individuals	2.1 Identify initial effects of Acquired Brain Injury on an **individual** 2.2 Identify long term effects of Acquired Brain Injury on an individual
3. Understand the communication needs of an individual with Acquired Brain Injury	3.1 Explain what is meant by the terms • dysphasia • dysarthria 3.2 Describe the **communication challenges** presented by • dysphasia • dysarthria 3.3 Identify communication strategies for supporting an individual with Acquired Brain Injury
4. Understand the effects that Acquired Brain Injury may have on an individual's personality	4.1 Describe changes in an individual's personality that may occur as a result of Acquired Brain Injury 4.2 Describe the effects that the individual's personality changes may have on those providing support
5. Understand the impact of challenging behaviour on an individual with Acquired Brain Injury and those providing support	5.1 Describe behaviours which may be considered challenging 5.2 State what to do to avoid confrontation with someone who is distressed 5.3 Describe how challenging behaviour impacts on own feelings and attitudes 5.4 Identify what **support** is available to respond to **challenging behaviour**

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	5.5 Describe how to report challenging behaviour

Additional Information

Acquired Brain Injury
- Traumatic brain injury
- Mild/moderate brain injury
- Severe brain injury

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

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

Communication needs can include
- Word-finding
- Indistinct speech

Those providing support may include
- Family
- Friends
- Care Workers
- Practitioners
- Other Professionals

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

Challenging behaviour could include
- Physical violence
- Threatening language
- Sexual inhibitions
- Non-compliance
- Aggressive outbursts
- Self-injury, including ingesting or inhaling foreign bodies
- Property destruction
- Socially inappropriate behaviour

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title

Unit Title	**Understand how to support individuals during the last days of life**
Unit Number	**K/618/5089**
Level	**3**
Credit Value	**5**
GLH	**32**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 **individual** and **others**	2.1 Describe the possible psychological aspects of the dying phase for the **individual** and **others** 2.2 Explain the impact of the last days of life on the relationships between individuals and others 2.3 Outline 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 **range of ways** to enhance an individual's wellbeing during the last days of life 3.2 Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life 3.3 Describe how to use an integrated care pathway according to agreed ways of working 3.4 Define key information about the process following death that should be made available to appropriate people according to **agreed ways of working**

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4. Understand the actions to be taken following an individual's death	4.1 Explain national guidelines, local policies and procedures relating to care after death
	4.2 Explain the importance of being knowledgeable about an individual's wishes for their after-death care
	4.3 Explain the importance of acting in ways that respect the individual's wishes immediately after death
	4.4 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
	4.5 Describe ways to support others immediately following the death of a close relative or friend
5. Know how to manage own feelings in relation to an individual's dying or death	5.1 Define possible impact of an individual's death on own feelings
	5.2 Identify available support systems to manage own feelings in relation to an individual's death

Additional Information

Individual is the person receiving support or care in the work setting.

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 specialist.

Range of ways may include: appropriate comfort measures in the final hours of life, environmental factors, non-medical interventions, use of equipment and aids, alternative therapies.

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

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Understand how to provide support in end of life care
Unit Number	Y/616/5386
Level	3
Credit Value	4
GLH	33

Unit Aim

The purpose of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care.

Learning outcome The learner will	Assessment criteria The learner can
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 **tools for end of life care** can support the **individual** and **others** 1.3 Analyse the stages of the local end of life care pathway
2. Understand an individual's response to their anticipated death	2.1 Evaluate models of loss and grief 2.2 Describe how to support the individual throughout each stage of grief 2.3 Explain the need to explore with each individual their own specific areas of concern as they face death 2.4 Describe how an individual's awareness of spirituality may change as they approach end of life
3. Understand factors regarding communication for those involved in end of life care	3.1 Explain the principles of effective listening and information giving 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

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		4.3	Identify areas in group care situations where others may need support in end of life care situations
		4.4	Outline sources of emotional support for others in end of life care situations
5.	Understand how **symptoms** might be identified in end of life care	5.1	Identify 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

Additional Information

Additional information about this unit (amplification for assessment criteria)

Examples of **tools for end of life care:**
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway
- National End of Life Strategy 'Six steps'

Individual - is the person receiving support or care in the work setting

Others may include:
- Partner
- Family
- Friends
- Neighbours
- Care Worker
- Colleague
- Manager

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- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Understand the effects of ageing in activity provision
Unit Number	K/650/0876
Level	3
Credit Value	2
GLH	17

Unit Aim

This unit assesses the learner's understanding of the effects of ageing in relation to activity provision.

Learning outcome The learner will	Assessment criteria The learner can
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
Additional Information	
N/A	
Assessment requirements specified by a sector or regulatory body (if appropriate)	
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.	
Details of the relationship of the unit and relevant national occupational standards	
N/A	

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Unit Title	Understand the factors affecting older people
Unit Number	F/618/5146
Level	3
Credit Value	3
GLH	17

Unit Aim

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 in relation to attitudes, beliefs and inclusion. The unit promotes a person-centred approach as an underpinning value in working with older people.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the impact of the ageing process on **older people**	1.1 Describe changes that may come with ageing 1.2 Explain how the experience of the ageing process is unique to everyone 1.3 Analyse the potential impact of **factors associated with ageing** 1.4 Describe how a positive approach to ageing can contribute to the health and well-being of an **individual**
2. Understand the attitudes of society to older people	2.1 Describe the contributions to society made by older people 2.2 Explain what is meant by **age discrimination** 2.3 Explain how societal attitudes and beliefs impact on older people 2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people
3. Understand the importance of using person centred approaches with older people	3.1 Describe how the effects of ageing can affect the **day to day life** of older people 3.2 Describe ways of using a **person-centred approach** to 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

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	4.2	Describe how to support older people to maintain independence
	4.3	Describe how older people can be in control of decision making about their care and support needs
	4.4	Explain how to encourage older people to take positive risks

Additional Information

Older people are defined as those who are over 50.

Factors associated with ageing to include:
- Physical
- Emotional
- Social
- Cognitive
- Environmental
- Financial /Economic

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

Age discrimination may include any legal definition where one exists

Day to day life may include:
- Relationships
- family role
- social status
- access to community facilities
- personal care
- independence
- lack of social support
- lack of material well being
- education opportunities
- housing
- employment
- access to social and leisure activities
- health care
- sensory loss

Person centred approach 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.

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Assessment requirements specified by a sector or regulatory body (if appropriate)
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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Diabetes awareness**
Unit Number   **M/650/0878**
Level   **3**
Credit Value   **7**
GLH   **46**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 **others**
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 causes of diabetes: • Type 1 • Type 2 2.4 Describe the likely signs and symptoms 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 **person-centred** support in the treatment of diabetes 3.2 Explain the importance of using individualised care plans to support individuals 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 how to implement a person-centred approach when	4.1 Explain the principles of maintaining a balanced diet 4.2 Analyse how **different carbohydrates** affect blood glucose level

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	supporting individuals with diabetes	4.3	Explain the role of the nutritional plan and how to report any related problems
5.	Understand the nutritional needs of individuals with diabetes	5.1	Describe how **different individuals** may **experience** living with diabetes
		5.2	Explain the impact that the attitudes and behaviours of others may have on an individual
		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
		6.2	Identify the normal parameters for blood pressure
		6.3	Explain the purpose of accurate blood glucose monitoring
		6.4	State the normal blood glucose range
		6.5	Explain the purpose of accurate urine monitoring
		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:
		•	dementia
		•	glaucoma
		•	depression
		•	pregnancy

Additional Information

Others may include:
- Care workers
- Colleagues
- Managers
- GP
- Pharmacist
- Nurse
- Dietician
- Podiatrist
- Community Diabetes Specialist Nurse
- 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

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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

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Stroke awareness**
Unit Number   **T/618/5130**
Level   **2**
Credit Value   **4**
GLH   **28**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 **assessment tests** that are available to enable listing of the signs and symptoms 2.4 Describe the potential changes that an individual may experience as a result of stroke
3. Understand the management of risk factors for stroke	3.1 Identify the **common risk factors** for stroke 3.2 Describe how risk factors may vary in different **settings** 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

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		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 **individuals** and **others** affected by stroke

Additional Information

FAST – Face, Arms, Speech, Time

Common risk factors includes:
- Genetic
- Lifestyle
- Ethnicity
- Age
- Other medical conditions

Settings – this may vary according to the health and social care setting of the individual e.g. residential or domiciliary environment

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

Others may include:
- Family members
- Friends
- Advocates
- Other professionals
- Carers

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Understand stroke care management
Unit Number	**F/650/0873**
Level	**3**
Credit Value	**6**
GLH	**37**

Unit Aim

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 can support stroke care management.

Learning outcome The learner will	Assessment criteria The learner can
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 **effects of stroke** on the brain in relation to the ability to communicate 2.2 Describe a range of common communication methods and **aids** 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 **changes in the brain** of an individual 3.2 Describe the **physical effects** of stroke on an individual

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		3.3	Explain the impact a stroke may have on swallowing and nutrition
		3.4	Describe the possible effects of stroke on **sensory** 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 **repetition** to promote recovery
		4.3	Identify the effects of fatigue in stroke rehabilitation
		4.4	Describe the implication of stroke on an individual's **lifestyle**
5.	Understand the associated complications for an individual with stroke	5.1	Explain the **psychological and emotional** effects that the individual may experience
		5.2	Describe the **cognitive** needs of the individual
		5.3	Describe the **health needs** that may be associated with stroke
6.	Understand the importance of adopting a person-centred approach in stroke care management	6.1	Explain how **person-centred values** must influence all aspects of stroke care management
		6.2	Explain the importance of working in partnership with **others** to support care management
		6.3	Describe the importance of working in ways that promote **active participation**

Additional Information

Effects of stroke may include:
- Aphasia
- Apraxia
- Dysarthria
- Aphasia and apraxia - these terms are often used interchangeably with dysphasia and dyspraxia

Aids may include:
- High tech (electronic technology)
- Low tech (anything non-electronic)

Changes in the brain
- The dominant side of the brain
- Non dominant side

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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
- Aspiration
- Airway obstruction
- Hypoxia
- Hypotension
- Hypertension
- Hyperglycaemia
- Bed sores

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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

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- Transport
- Leisure

Assessment requirements specified by a sector or regulatory body (if appropriate)
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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Understand Parkinson's for adult care staff
Unit Number	M/650/0869
Level	3
Credit Value	4
GLH	26

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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: • motor • non-motor 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 **individual** and **others**	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

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5. Understand communication and cognitive challenges associate with Parkinson's at different stages	5.1 Describe the communication and cognitive challenges at different stages of Parkinson's
	5.2 Describe the impact on the individual and others in relation to: • communication challenges • cognitive challenges
	5.3 Explain how to implement **techniques** used to address: • communication challenges • cognitive challenges

Additional Information

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

Others may include:
• Carers
• Families
• Friends
• Care and support workers
• Specialist Nurses

Techniques are those designed specifically to support individuals in managing communication and cognition challenges directly associated with Parkinson's, such as cognitive freezing.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	**Understanding self-directed support**
Unit Number	**Y/618/5072**
Level	**3**
Credit Value	**4**
GLH	**26**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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: • indicative allocation / budget • supported self-assessment • support plan • outcome focused review 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: • they do not have a personal budget • they do have a personal budget
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

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		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
		3.4	Describe the criteria used to sign off a support plan
		3.5	Describe person-centred approaches to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4.	Understand the outcome focused review process	4.1	Explain the process of an outcome focused review
		4.2	Explain how to support someone to prepare for their outcome focused review

Additional Information

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

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

Policy or guidance – refers to any current policies and guidance around this area. These could be local to you area/service or national legislation.

Person-centred approach refers to a range of practical tools that form the basis of person-centred planning.

Others may include:
- Families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title   **Support individuals with self-directed support**
Unit Number   K/651/9434
Level   3
Credit Value   7
GLH   43

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand self-directed support	1.1 Explain the principles underpinning **self-directed support** and how this differs from traditional support 1.2 Explain the benefits of an **individual** having self-directed support 1.3 Explain how **legislation, policy or guidance** underpin self-directed support 1.4 Explain what the following terms mean: • indicative allocation • supported self-assessment • support plan • outcome focused review 1.5 Outline the possible barriers to self-directed support 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 **person-centred thinking** to enable individuals to think about what is important to them, and how they want to be supported 2.2 Explain how individuals can direct their own support if they do not have a personal budget 2.3 Explain how person-centred planning can be used to inform a support plan 2.4 Explain the roles of **others** who can assist individuals in developing their support plan 2.5 Describe ways that individuals can develop a support plan 2.6 Describe **person-centred thinking tools** that can be used to help individuals think about ways they can spend their personal budget

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		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 ways that individuals can use their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4.	Be able to support **individuals** to direct their support	4.1	Support an individual to express what is important to them in how they want to be supported in the future
		4.2	Use person-centred thinking tools to support an individual to have maximum choice and control in their life
		4.3	Use person-centred thinking tools to support an individual to develop their support plan
		4.4	Support an individual to identify any others who could work with them to develop their support plan
5.	Be able to support individuals to use their personal budget in different ways	5.1	Support an individual to understand the different ways they could develop their support plan
		5.2	Support an individual to understand what restrictions may be imposed on their personal budget 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.	Be able to support individuals with an outcome-focused review	6.1	Explain the process of an outcome-focused review
		6.2	Support an individual to prepare for an outcome-focused review
		6.3	Support an individual to be at the centre of the review process

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Additional Information

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

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

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

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

Others may include:
- families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage
- advocate

Person-centred thinking tools include:
- Important to/for (recorded as a one page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- plus 1 questions
- Citizenship tool
- Decision making agreement
- Presence to contribution
- Dreaming
- Community connecting related tools:
- Who am I? My gifts and capacities
- Hopes and Fears
- Mapping our network
- Passion audit
- Capacity mapping
- Who am I – My places

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Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 and 6.2, 6.3 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
Links to HSC 35

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Unit Title	Promote nutrition and hydration in health and social care settings
Unit Number	L/651/9435
Level	3
Credit Value	6
GLH	34

Unit Aim

This unit aims to assess the learners understanding and application of how to promote the importance of healthy diets, nutrition and hydration in the health and social care setting.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand what makes up a **balanced diet**	1.1 Define the main food groups 1.2 Identify sources of essential nutrients 1.3 Explain the role of essential nutrients for health 1.4 Evaluate the impact of poor diet on **health** and **wellbeing** 1.5 Explain what adaptations to a balanced diet may be required for **different groups**
2. Understand nutritional guidelines	2.1 Summarise current national **nutritional guidelines** for a balanced diet 2.2 Explain how to access additional support and information relating to nutrition and hydration
3. Promote nutrition in health and social care settings	3.1 Discuss the importance of a balanced diet with an individual 3.2 Plan an appropriate balanced diet with an **individual** 3.3 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 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 **factors** that may affect nutritional intake 5.2 Explain the **risk factors** that may lead to malnutrition 5.3 Describe the signs of malnutrition

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		5.4	Explain **fortification of foods and drinks**
		5.5	Describe the appropriate use of **nutritional supplements**
6.	Carry out nutritional screening in health and social care settings	6.1	Describe the purpose of **nutritional screening**.
		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 **others** 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 **plan of care**
8.	Understand factors that affect **special dietary requirements** 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

Additional Information

Balanced Diet:
Supplying the body with the energy and essential nutrients that it cannot make itself including the rights amounts of vitamins and minerals as well as protein, fats and carbohydrates to maintain overall health.

Health and well-being
Positive definition – A state of physical mental and social wellbeing.
Negative definition – Absence of disease or illness.

Different groups can be: people who are older, those with dementia or learning disabilities. It can also include those with allergies and particular dietary requirements.

Nutritional Guidelines: The Government recommends that all individuals should consume a diet that contains:

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- plenty of starchy foods such as rice, bread, pasta and potatoes (choosing wholegrain varieties when possible)
- 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
- around 30g of fibre a day
- 6-8 glasses of fluid each day

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

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 3.1, 3.2, 4.3, 6.2, 6.3, 6.4, 7.3 must be assessed in a real work

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environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Principles of supporting an individual to maintain personal hygiene
Unit Number	M/651/9436
Level	2
Credit Value	2
GLH	15

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 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 Explain the meaning of consent and how you would establish this with an individual during personal hygiene routines 2.7 Describe **risks to own health** in supporting an individual's personal hygiene routines and how to reduce them 2.8 Identify others involved in supporting an individual to maintain personal hygiene

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| 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 |

Additional Information

Personal hygiene may include:
- Washing hands
- Taking a bath or a shower
- Washing and brushing hair
- Oral care
- Nail care
- Clean clothing
- Use of deodorants
- Menstrual hygiene
- Shaving

Well-being could include:
- Environmental
- Mental health
- Social
- Emotional
- Physical
- Financial

Risk to own health could include:
- Exposure to infections
- Contact with bodily fluids
- Skin irritation and allergies
- Strains or injuries from moving or repositioning individuals
- Risks of violence or aggression
- Slips, trips and falls

Underlying personal issues could include:
- Physical health problems
- Depression
- Anxiety
- Cognitive impairment
- Emotional or psychological factors
- Embarrassment
- Past trauma
- Cultural beliefs

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- Poor facilities
- Financial implications
- Lack of privacy

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. This is a knowledge based unit and there is no need to gather real work-based evidence for this unit.
Details of the relationship of the unit and relevant national occupational standards
N/A

Unit Title   **Support individuals to maintain personal hygiene**
Unit Number   **R/651/9437**
Level   **2**
Credit Value   **2**
GLH   **17**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 **individuals** to maintain personal hygiene	2.1 Support an individual to understand **factors** that contribute to good personal hygiene 2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values and beliefs 2.3 Explain how you would support the individual to develop awareness of the impact of poor hygiene on others 2.4 Support the **preferences, needs** and wishes of the individual while maintaining their independence 2.5 Describe how to **maintain dignity** of an individual when supporting intimate personal hygiene 2.6 Explain the meaning of consent and how you would establish this with an individual during personal hygiene routines 2.7 Identify **risks** to own health in supporting an individual with personal hygiene routines 2.8 Reduce risks to own health when supporting the individual with personal hygiene routines 2.9 Identify **others** who may be involved in supporting the individual to maintain personal hygiene

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| 3. Understand when poor hygiene may be an indicator of other **underlying personal issues** | 3.1 Identify underlying personal issues that may be a cause of poor personal hygiene |
| | 3.2 Describe how **underlying personal issues** might be addressed |

Additional Information

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

Factors may include:
- Washing hands
- Taking a bath or shower
- Washing and brushing hair
- Oral care
- Nail care
- Clean clothing
- Use of deodorants
- Menstrual hygiene
- Shaving

Preferences and needs refer to the individual's wishes as well as their individual health needs and will also include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion

Maintaining dignity may include:
- Privacy, both environmentally and personal
- Consent
- Communicating
- Offering choice
- Empowering the individual to have as much control as possible
- Having trust on both sides
- Awareness of abuse
- Being able to empathise

Risks may include:
- Exposure to infections
- Contact with bodily fluids
- Skin irritation and allergies
- Strains or injuries from moving or repositioning individuals
- Risks of violence or aggression
- Slips, trips and falls

Others may include

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

Underlying personal issues may include:
- Physical health problems
- Depression
- Anxiety
- Cognitive impairment
- Emotional or psychological factors
- Embarrassment
- Past trauma
- Cultural beliefs
- Poor facilities
- Financial implications
- Lack of privacy

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 2.4 and 2.8 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC 27, 29, 218, 219, 220

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Unit Title	**Facilitate person-centred assessment, planning, implementation and review**
Unit Number	**T/651/9438**
Level	**3**
Credit Value	**6**
GLH	**45**

Unit Aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the principles of person-centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and planning of care or support 1.2 Describe ways of supporting the **individual** to lead the assessment and planning process 1.3 Describe ways the assessment and planning process can be adapted to maximise an individual's ownership and control of it
2. Be able to facilitate person centred assessment	2.1 Work together with the individual to create a shared, collaborative 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 **others** the intended outcomes of the assessment process and **care plan** 2.4 Ensure that assessment takes account of the individual's strengths and aspirations as well as needs 2.5 Work with the individual and others to identify support requirements and preferences
3. Contribute to the planning of care or support	3.1 Take account of **factors** that influence the type and level of care or support to be provided 3.2 Work with the individual and others to explore **options and resources** for delivery of the plan

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		3.3	Contribute to a decision with others on how component parts of a plan will be delivered and by whom
		3.4	Ensure the plan is recorded
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	Record or make adjustments to 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:
		•	who should be involved in the review process
		•	criteria to judge effectiveness of the care plan
		6.2	Seek feedback from the individual and others about how the plan is working
		6.3	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
		6.4	Work with the individual and others to agree any **revisions** to the plan
		6.5	Document the review process and revisions as required

Additional Information

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

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

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

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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
- Financial restraints

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
- Risks associated with achieving outcomes
- Availability of services and other support options

Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards

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Unit Title	Facilitate active support
Unit Number	K/616/5408
Level	3
Credit Value	5
GLH	36

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how **active support facilitates person-centred** practical action with an **individual**	1.1 Compare the characteristics of active support with the **hotel model** in relation to an individual's support 1.2 Describe practical changes that could be made within a service setting to: • promote an individual's independence • support informed choices
2. Interact with individuals to promote participation	2.1 Assess the **levels of help** an individual would need to participate in new activities 2.2 Use **task analysis** to break a range of new activities into manageable steps for an individual 2.3 Evaluate different ways of **positively reinforcing** an individual's participation in new activities 2.4 Demonstrate **positive interaction** 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 **others** to ensure a **valued range of activities** 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

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

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.

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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.

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2. must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title **Introduction to personalisation in social care**
Unit Number **F/650/0864**
Level **3**
Credit Value **4**
GLH **23**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the meaning of **personalisation** in social care	1.1 Define the term 'personalisation' 1.2 Explain how personalisation can benefit individuals 1.3 Explain the relationship between rights, choice and personalisation 1.4 Identify current 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 **individual** 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 4.2 Identify potential barriers to personalisation

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| | 4.3 | Describe ways to overcome barriers to 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 |

Additional Information

Personalisation includes:
- Places the individual at the centre of their care
- Recognises individual goals
- Gives individuals choice and control
- Encourages independence
- Supports aspirations

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

Commissioning social care is the process of procuring care packages from care providers.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

This is a knowledge based unit.

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

HSC 24
HSC 35
HSC 346
HSC 3119

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Unit Title   **Develop and sustain effective working relationships with staff in other agencies**
Unit Number   Y/651/9439
Level   3
Credit Value   4
GLH   27

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the context of working in partnership	1.1 Describe the principal agencies in health and social care including their: • **nature** • **roles** • **functions** • **policies and procedures** 1.2 Explain methods of communication and decision making 1.3 Identify the roles and responsibilities of key people who work in agencies involved in joint working arrangements 1.4 Describe 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 Contribute to developing 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

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		2.4	Confirm arrangements for joint working
		2.5	Identify methods to monitor and review the progress of joint work
		2.6	Complete records and store them according to agency requirements
		2.7	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

Additional Information

Principal agencies could include:
- Local authorities
- NHS
- Care providers
- CQC
- Advocacy services
- Voluntary organisations

Nature: What type of organisation it is (public, private, voluntary).
Roles: What the agency is responsible for.
Functions: What the agency actually does day-to-day.
Policies and procedures: The rules and guidelines they follow.

Structure and culture in this context could include:
- Hierarchy
- Available funding
- An open or closed culture
- Different priorities
- Shared goals and values
- Access to services

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| **Arrangements for joint working:** |
| • appropriate to the nature and purpose of the work |
| • likely to be effective in establishing and maintaining relationships |
| • respect confidentiality while balancing risks of sharing or not sharing information |

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.4 must be assessed in a real work environment.
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

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Unit Title	Support families in maintaining relationships in their wider social structures
Unit Number	F/651/9440
Level	3
Credit Value	4
GLH	24

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 Support families to identify opportunities for social contact within their 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

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Additional Information (normally shown by Learning Outcome)
Social contacts could include: • Friends • Family members • Neighbours • Carers • Community members • Others involved in groups or clubs
Assessment requirements specified by a sector or regulatory body (if appropriate)
Learning outcome 3 must be assessed in a real work environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC 390 (MH 12)

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Unit Title	Support individuals to deal with personal relationship problems
Unit Number	H/651/9441
Level	3
Credit Value	5
GLH	26

Unit Aim

This unit provides the learner with the knowledge and skills required to provide support for individuals to manage relationship problems

Learning outcome The learner will	Assessment criteria The learner can
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 recognise problems in an individual's relationship 1.3 Describe the possible 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 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 3.3 Describe how and when to access specialist information or support
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

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		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

Additional Information

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

Others may include:
- family
- advocates
- professionals
- others important to the individual's well-being

Relationship problems may relate to:
- conflict
- tension
- risk of harm
- legal restrictions or requirements

Agreed support may include:
- supporting the individual to devise strategies to overcome difficulties themselves
- making facilities available for contact meetings with the other person
- encouraging the individual to keep appropriate contact with the person between meetings
- providing support to manage fears, anxieties, conflicts and tensions

Information may include:
- observations
- records
- feedback from the individual and others

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

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Unit Title **Support individuals in their relationships**
Unit Number J/651/9442
Level 3
Credit Value 4
GLH 27

Unit Aim

This unit provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand factors affecting the capacity of individuals to develop or maintain relationships	1.1 Explain reasons why **individuals** may find it difficult to establish or maintain **relationships** 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 Contribute to the production of a tailored support package for an individual to help extend their social network and develop positive relationships

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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
		4.2	Support the individual to maintain existing relationships with family or friends
		4.3	Support an individual to assess the level of support they need to maintain existing relationships with family or friends
		4.4	Contribute to the production of a tailored support package for an individual to help maintain existing relationships with family or friends
5.	Work with individuals to review the support provided for relationships	5.1	Use criteria, agreed with an individual, to evaluate how effective support for a relationship has been provided
		5.2	Ensure that the individual and others as appropriate are actively involved in the review process
		5.3	Produce a report on the support given to an individual, giving suggestions for improvement to meet the individuals support needs

Additional Information

Relationships may include:
- family relationships
- friendships
- social networks
- significant others

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

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 3.3, 4.2, 4.3, 4.4, 5.1, 5.2 and 5.3 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Theories of relationships and social networks
Unit Number	F/616/5401
Level	4
Credit Value	3
GLH	29

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 **influences** 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
Additional Information	

Relationship theories could include:
   • Attachment Theory – John Bowlby / Mary Ainsworth
   • Social Exchange Theory – George Homans / Peter Blau
   • Systems Theory – Ludwig von Bertalanffy
   • Life Course Theory – Glen Elder
   • Behaviourist Theory – B.F. Skinner
   • Humanistic Theory – Carl Rogers / Abraham Maslow
 	
Influences:
Social factors; economic factors; cultural factors; psychological factors; physical factors.	

Assessment requirements specified by a sector or regulatory body (if appropriate)	

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This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

This is a knowledge based unit.

Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	**Provide support for individuals within a shared lives arrangement**
Unit Number	**D/650/0854**
Level	**3**
Credit Value	**5**
GLH	**35**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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. Address an individual's needs through a shared lives arrangement	2.1 Work with the individual and others to assess how identified requirements can be met within the **shared lives arrangement** 2.2 Work with the individual and others to identify 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 **key people** 3.2 Identify ways that potential power imbalances may be addressed to promote full membership of the household 3.3 Identify strategies that could be used to address conflicts and disagreements
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

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		4.3	Support the individual to settle into the home environment
		4.4	Support the individual to communicate their thoughts and feelings about sharing the home environment
		4.5	Describe actions to take if an individual is distressed
		4.6	Provide opportunities for the individual's continued personal and social development
5.	Support key people to adjust to a shared lives arrangement	5.1	Establish with key people any adjustments that might need to be made to support an individual within the home
		5.2	Establish strategies to deal with any conflict and disagreements that may arise
		5.3	Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
		5.4	Describe ways to balance the needs of key people and the individual
		5.5	Support key people to participate in the shared lives arrangement
6.	Contribute to ongoing review of the shared lives arrangement	6.1	Provide regular feedback on the shared lives arrangement in line with **agreed ways of working**
		6.2	Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

Additional Information

Shared lives arrangements may include:
- Long term accommodation support
- Short breaks
- Day time support
- Kinship support
- Adult placement (Wales)

Key people may include:
- Those who share the individual's home
- Members of individual's extended family
- Individual's social networks
- Others who may be involved in the shared lives arrangement

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Agreed ways of working will include policies and procedures where these exist
Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.5, 6.1 and 6.2 must be assessed in a real work environment.   This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC 334

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Unit Title	Enable individuals to negotiate different environments
Unit Number	D/650/0872
Level	3
Credit Value	3
GLH	20

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
1. Understand factors that can affect an individual negotiating environments	1.1 Explain how **conditions and disabilities** impact on individuals 1.2 Explain how barriers to individuals can be minimised
2. Support an individual to negotiate environments	2.1 Explain own role and responsibilities in relation to supporting an individual 2.2 Identify the **resources** that are available to support an individual 2.3 Assess the risks associated with an individual negotiating: • familiar environments • unfamiliar environments 2.4 Work with **others** to develop a **plan** to support an individual 2.5 Support an individual to negotiate an environment following the agreed **plan**
3. Review the support provided to an individual to negotiate an environment	3.1 Observe and record an individual's ability 3.2 Review a **plan** to negotiate an environment using: • records of observation • feedback from an individual • feedback from others 3.3 Reflect on own contribution in supporting an individual

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Additional Information

Conditions and/or disabilities could include factors relating to:
- Sensory loss
- 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 could include:
- Risk assessment and could include:
- Environmental hazards
- Agreed methods of communication
- Level of support required
- Assistive technology / aids
- Other resources

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.3, 2.4, 2.5 and 3.1, 3.2 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title	Prepare to support individuals within a shared lives arrangement
Unit Number	K/651/9443
Level	3
Credit Value	5
GLH	31

Unit Aim

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

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

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		3.4	Plan with key people strategies for dealing with any potential areas of conflict
4.	Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	4.1	Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
		4.2	Investigate ways to fill gaps in own knowledge, understanding and skills

Additional Information

Shared lives arrangements may include:
- Long term accommodation support
- Short breaks/Respite
- Day time support/Night time support
- Kinship support
- Adult placement

Key people may include:
- Those who share the individuals home
- Members of the individuals extended family
- The individuals' social networks
- Others who may be involved in the shared lives arrangement

Assessment requirements specified by a sector or regulatory body (if appropriate)

Learning outcomes 2 and 3 must be assessed in a real work environment.
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

N/A

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Unit Title **Maintain the independent advocacy relationship**
Unit Number **L/651/9444**
Level **3**
Credit Value **6**
GLH **33**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 **relevant and irrelevant information** 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

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		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	Describe signs or situations that may indicate a safeguarding risk
		8.2	Explain the steps that are taken to keep individuals safe
		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

Additional Information

Relevant and irrelevant information:
Relevant information includes anything that helps to support the individuals needs and wishes.
Irrelevant information includes things that should not influence support or does not affect the individual's well-being.

Prioritise
Prioritising tasks means choosing what to do first by looking at what is most urgent and important.

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 1.2, 3.3, 4.2, 6.3, 6.4, 6.5, 6.6, 7.2, 7.3, 8.4, 8.5 need to be assessed in the workplace.
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

- Promote the equality, diversity, rights and responsibilities of individuals
- Reflect on and evaluate your own values, priorities, interests and effectiveness
- Develop your knowledge and practice
- Communicate effectively with individuals and others
- Contribute to the protection of individuals from harm and abuse
- Present individuals' needs and preferences
- Develop practices which promote choice, wellbeing and protection of all individuals

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Unit Title	**Responding to the advocacy needs of different groups of people**
Unit Number	M/618/5160
Level	3
Credit Value	4
GLH	21

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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: • Diversity • Discrimination • social exclusion 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

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Additional Information
Non-instructed advocacy is when an advocate supports the rights of an individual who is unable to tell the advocate what they want.

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 1.2, 3.2, 3.3, 4.2 must be assessed in a real work environment.

Details of the relationship of the unit and relevant national occupational standards
HSC 330   Support individuals to access and use services and facilities HSC 3111 Promote the equality, diversity, rights and responsibilities of individuals H16   Market and promote the service H136   Communicate effectively with individuals and others HSC 367   Help individuals identify and access independent representation and advocacy HSC 368   Present individuals' needs and preferences MH 43   Challenge injustice and inequalities in access to mainstream provision for individuals with mental health needs

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Unit Title	**Provide independent advocacy support**
Unit Number	**M/651/9445**
Level	**4**
Credit Value	**6**
GLH	**35**

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Establish safe boundaries to maintain the advocacy relationship	1.1 Explain the advocacy role to individuals receiving advocacy support 1.2 Conduct an introductory meeting which establishes key principles of independent advocacy 1.3 Identify issues that can impact on the advocacy relationship 1.4 Analyse limitations to the independent advocacy role
2. Establish the advocacy relationship	2.1 Discuss the potential benefits of advocacy with the individual 2.2 Discuss and establish appropriate boundaries of the advocacy relationship 2.3 Identify where advocacy support is appropriate with the individual 2.4 Establish the individual's requirements in relation to advocacy 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 Ensure that clear support has been given for the individual to access information to 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

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		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 of support with the individual
		4.2	Agree the plan of action with the individual receiving advocacy support
		4.3	Identify the key individuals who will be involved in achieving the plan
		4.4	Provide ongoing feedback to the individual
		4.5	Review the plan of action with the individual
		4.6	Identify who to seek advice from when the action plan is threatened
5.	Support the individual to self-advocate	5.1	Summarise the benefits of **self-advocacy**
		5.2	Demonstrate a range of techniques to support an individual to self-advocate
		5.3	Take action to help individuals achieve their goals
6.	Act on the instruction of the person receiving advocacy support	6.1	Clarify the wishes and feelings of an individual receiving advocacy support
		6.2	Agree a preferred course of action with the individual receiving advocacy support
		6.3	Provide feedback on the actions taken to support the individual
7.	Review and disengage from the advocacy relationship	7.1	Support the individual to assess the outcomes of the advocacy relationship
		7.2	Support the individual to establish if further assistance is needed
		7.3	Decide with the individual when and how to end the advocacy relationship
		7.4	Record the outcomes in line with organisational policies and guidance

Additional Information

Informed choices are decisions that individuals make once they have all information both for and against in line with their communication needs to ensure that the choice is made with knowledge of all available options.

Self-advocacy is when an individual understands their choices/options and rights and speaks up for themselves.

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Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4 must be assessed in a real working environment. |

Details of the relationship of the unit and relevant national occupational standards
This unit is mapped to National Occupational Standards:
HSC 330: Support individuals to access and use services and facilities
HSC 3111: Promote the equality, diversity, rights and responsibilities of individuals
AHP 17: Assist and support individuals to use total communication systems
HSC 31: Promote effective communication for and about individuals
HSC 41: Use and develop methods and systems to record and report
HSC 366: Support individuals to represent their own needs and wishes at decision making forums
HSC 368: Present individuals' needs and preferences
CHS 99: Refer individuals to specialist services for treatment and care
PE 1: Enable individuals to make health choices and decisions

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Unit Title **The purpose and principles of independent advocacy**
Unit Number **R/651/9446**
Level **3**
Credit Value **5**
GLH **30**

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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. Understand principles and values underpinning independent advocacy	2.1 Explain the **key principles** underpinning independent advocacy 2.2 Explain the **key values** underpinning independent advocacy 2.3 Explain why the key principles and values are essential for independent advocacy 2.4 Identify how advocates can implement the principles and values in their role of supporting an individual
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

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		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

Additional Information

Key principles include:
- Person centred practice
- Safeguarding
- Accountability
- Independent support (free from conflict)
- Individual participation
- Accessibility

Key values include:
- Respect
- Dignity
- Empowerment
- Inclusion
- Confidentiality
- Informed choice
- Protecting rights

Advocacy models include:
- Self-advocacy
- Peer advocacy
- Non-instructed advocacy
- Independent advocacy
- Legal advocacy
- Group advocacy

Standards include:
- Practice standards
- Organisational standards
- Professional standards
- Ethical standards

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• Legal standards • Statutory standards

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. This is a knowledge based unit.

Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Test for substance misuse**
Unit Number   **T/651/9447**
Level   **3**
Credit Value   **4**
GLH   **30**

Unit Aim

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

Learning outcome The learner will	Assessment criteria The learner can
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/manufacturer's instructions for use of testing equipment, where appropriate

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		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
		2.6	Apply appropriate infection control measures when handling biological samples
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

Substance misuse can be described as unsafe or harmful use of substances such as:
- Alcohol
- Prescription medications
- Chemicals
- Illegal drugs

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Assessment criteria 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3 must be assessed in a real working environment.

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:
AE1 Test for substance use
This also appears in Health and Social Care Standards as HSC363.

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Unit Title	Support individuals through detoxification programmes
Unit Number	K/650/0858
Level	4
Credit Value	5
GLH	31

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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

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			and the service during a detoxification programme
		2.5	Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme
3.	Develop and review detoxification and care plans	3.1	Demonstrate how to coordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate
		3.2	Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme
		3.3	Review assessments at appropriate intervals once an individual has commenced a programme of care
		3.4	Describe the evidence base for the likely outcomes of detoxification programmes
4.	Manage closure of individuals' detoxification programmes	4.1	Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan
		4.2	Establish active co-operation between detoxification and rehabilitative services after discharge
		4.3	Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme

Additional Information

Local protocols could consider:
- Gaining consent or sharing without consent only when legally required
- Sharing only relevant and necessary information
- Using secure methods of transferring information
- Working in line with data protection legislation
- Recording what has been shared
- Interagency agreements

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 must be assessed in a real work environment.

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This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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.

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Unit Title	Increase awareness about drugs, alcohol or other substances
Unit Number	Y/651/9448
Level	3
Credit Value	7
GLH	42

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 **substance use services** 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: • equality • confidentiality of information
2. Understand substance use, its effects and treatments	2.1 Explain the different **substances** 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 associated risks of different methods of substance use 2.4 Explain the inter-relationship between the **circumstances** of individuals and the effect of substances on them 2.5 Explain possible **reasons** why individuals use substances 2.6 Explain the relationship between substance use, crime and antisocial behaviour

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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: • individually • within group settings 3.2 Support individuals to explore their feelings and values in relation to substance use: • individually • within group settings 3.3 Interact with individuals using a person-centered approach
4. Increase individuals' knowledge and understanding of substance use	4.1 Explain why individuals' may have gaps in their knowledge and understanding about substances, their use and effects 4.2 Explain when the values and beliefs of individuals need to be challenged in their own interests and those of others • individually • in group settings 4.3 Implement learning opportunities to meet individuals' needs • individually • in group settings 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

Additional Information

Substance use services are specialist health and social care services who support individuals with the prevention, treatment and rehabilitation of substance misuse.

Substances can include:
• Alcohol
• Prescription medications
• Chemicals
• Illegal drugs

Circumstances could include:
• Life events
• Trauma
• Economic factors
• Environmental factors
• Social factors

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- Personal factors – mental and/or physical health

Reasons could include:
- Coping with difficult emotions
- Dealing with trauma
- Social influence
- Peer pressure
- Curiosity
- Addiction
- Physical or psychological dependence

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 3.1, 3.2, 3.3, 4.3, 4.4 must be assessed in a real working environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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:
AD1 Raise awareness about substances, their use and effects
This also appears in Health and Social Care Standards as HSC365.

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Unit Title	Help individuals address their substance misuse through an action plan
Unit Number	A/651/9449
Level	3
Credit Value	4
GLH	28

Unit Aim

This unit is aimed at those who support individuals with drug or alcohol problems to develop and review their action plans.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the background relating to substance misuse to support the development of an action plan	1.1 Explain possible **reasons** for substance misuse 1.2 Explain the needs and issues that individual substance users may have 1.3 Describe the 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 possible implications of mental health issues in relation to substance misuse 1.7 Identify 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 Support 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 2.5 Record the action plan according to **agreed ways of working**
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

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| | | 3.3 | Discuss with the individual the outcomes that have been met and those still to be achieved |
| | | 3.4 | Discuss and agree the next stages with the individual |

Additional Information

Reasons could include:
- Coping with difficult emotions
- Dealing with trauma
- Social influence
- Peer pressure
- Curiosity
- Addiction
- Physical or psychological dependence

Agreed ways of working could include:
- Legislation
- National standards
- Best practice guidance
- Settings organisational policies and procedures
- Role expectations
- Professional boundaries

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 must be assessed in a real working environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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

HSC 431 (DANOS A12)

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Unit Title	Provide support services to those affected by someone else's substance use
Unit Number	H/651/9450
Level	3
Credit Value	4
GLH	24

Unit Aim

This Unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use.

Learning outcome The learner will	Assessment criteria The learner can
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 affected by substance use 1.2 Explain workplace policies and practices relevant to working with children young people and families affected by substance use
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 Describe the **family structures** which exist 3.2 Explain how **family dynamics** work. 3.3 Explain 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. 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: • identify issues concerning them • explore and consider the options available to them • plan realistic goals

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		4.3	Assist the individual to access the required services
5. Support individuals affected by someone else's substance use to review the effectiveness of selected options		5.1	Support the individual to review: • progress • the support obtained 5.2 Complete reports and store records which maintain the individual's right to confidentiality

Additional Information

Family structures could include:
- Nuclear
- Single parent
- Blended
- Extended
- Foster
- Looked-after
- Same-sex parents
- Separated
- Co-parenting

Family dynamics relates to how a family interacts together. You could consider:
- Roles within the family
- Communication skills
- Power and empowerment
- Boundaries
- Emotional climate
- Support for each other
- Coping strategies
- You could also look at Bowen's Family Systems Theory

Motivational techniques could include:
- Goal setting
- Strengths based approach
- Positive reinforcement
- Psychoeducation
- Emotional support
- Validation
- Social and peer support
- Addressing own needs

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

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Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 4.2, 4.3, 5.1, 5.2 must be assessed in a real working environment.
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: AB7 Provide services to those affected by some else's substance use. This also appears in Health and Social Care Standards as HSC391.

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Unit Title	Assist with the transfer of individuals who misuse substances between agencies and services
Unit Number	H/618/5141
Level	3
Credit Value	3
GLH	20

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 2.4 Describe the roles and responsibilities of those involved in the transfer 2.5 Identify the agencies requirements for support and monitoring of individuals 2.6 Complete transfer records, following agreed ways of working 2.7 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

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	people should seek further support should they need it 3.3 Provide support to individuals where they may be distressed, anxious or angry 3.4 Adapt communication to meet the needs of individuals and the requirements of different agencies

Additional Information

Relevant people may include:
- Friends
- Family
- Carers
- Significant others
- Professionals

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Assessment criteria 2.1, 2.2, 2.3, 2.6, 2.7, 3.2, 3.3, 3.4 must be assessed in a real working environment.

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

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.

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Unit Title	Supply and exchange injecting equipment for individuals
Unit Number	D/650/1448
Level	3
Credit Value	3
GLH	18

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 tbehaviours 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 **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 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
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

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	2.3	Provide relevant and timely **advice**
	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:
	•	adequate stocks of injecting equipment are maintained
	•	injecting equipment is stored safely and securely
	3.2	Dispense injecting equipment to individuals in line with the assessment of their needs
	3.3	Demonstrate safe handling of dispensed and returned injecting equipment
	3.4	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:
	•	injecting equipment supply and exchange in line with organisational procedures
	•	the needle exchange service

Additional Information

Blood borne viruses could include:
- Hepatitis B
- Hepatitis C
- HIV (Human Immunodeficiency Virus)

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.6 must be assessed in a real work environment.

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

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Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Carry out initial assessments to identify and prioritise the needs of substance misusers
Unit Number	J/651/9451
Level	3
Credit Value	5
GLH	30

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 **others** 3.3 Carry out the assessment of the individual following **agreed ways of working** 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 Discuss available interventions to the individual 4.2 Agree a course of action with the individual according to the type of intervention required.

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		4.3	Explain how to achieve a balance between the interests of the individual, any identified risks and a duty of care.
		4.4	Justify the choice of intervention according to locally agreed criteria.
		4.5	Explain how to ensure consistency of approach with other members of the substance misuse team
5.	Be able to make referrals to substance misuse services	5.1	Explain the importance of referring individuals to the appropriate service with the required degree of urgency.
		5.2	Plan arrangements for the referral with the individual
		5.3	Facilitate the individual's contact with the service.
		5.4	Make referrals and share information with services in line with local protocols

Additional Information

Substances can include:
- Alcohol
- Prescription medications
- Chemicals
- Illegal drugs

Others may include:
- The referring agency
- Families and carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

Agreed ways of working could include:
- Legislation
- National standards
- Best practice guidance
- Settings organisational policies and procedures
- Role expectations
- Professional boundaries

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Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 5.2, 5.3, 5.4 must be assessed in a real working environment.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Support individuals who are substance users**
Unit Number   K/651/9452
Level   3
Credit Value   7
GLH   42

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand substances, their effects and how they might be used	1.1 Explain **substances** which individuals might use, how they are used and their likely effects 1.2 Explain short and long term risks involved with substance use 1.3 Identify and explain current 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 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 Explain 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

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3.	Support individuals when they have used substances	3.1	Identify and explain policies and procedures for the support of individuals who have used substances
		3.2	Explain the substance used, the effect of the substance and the condition of the individual
		3.3	Demonstrate how to make the environment as safe as possible, including how and when to remove individuals for their own safety
		3.4	Support individuals after the effects of the substance have worn off
		3.5	Show how and when to request further support and assistance
		3.6	Report information about episodes of substance use to an appropriate person and record the use
4.	Support individuals in reducing substance use	4.1	Assist individuals to review their reasons for reducing substance abuse
		4.2	Offer support to individuals while respecting their individual rights.
		4.3	Assist individuals to review their progress in reducing substance use
		4.4	Describe how to manage own feelings about the individual's progress or lack of progress to minimise the impact on the support provided
		4.5	Describe the specialist agencies and support networks involved in supporting substance users

Additional Information

Substances can include:
- Alcohol
- Prescription medications
- Chemicals
- Illegal drugs

Harm reduction strategies can include:
- Safer use education
- Needle and syringe programmes
- Holistic support
- Supervised consumption facilities
- Naloxone provision

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• Opioid substitution therapy

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 must be assessed in a real working environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
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: AB2 Support individuals who are substance users

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Unit Title	Carrying out comprehensive substance misuse assessment
Unit Number	L/651/9453
Level	3
Credit Value	7
GLH	48

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the legislation, policies and practice relevant to substance misuse	1.1 Describe the current **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 substance misuse related problems	2.1 Describe the different substances which individuals may use, how they are used and their likely effects 2.2 Explain **challenges** often associated with substance misuse 2.3 Explain ways of keeping up to date with: • knowledge about substances • indications of substance misuse 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 treatment interventions available in the locality 3.2 Explain the 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

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		4.3	Accurately record arrangements for the assessment in line with the organisation's procedures
5.	Assess possible risks to the individual	5.1	Demonstrate how to assess the risk to individuals from their substance misuse and co-existent problems
		5.2	Explain the importance of regularly reviewing risk assessments
		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
6.	Assess individuals' substance misuse and related problems	6.1	Involve the individual in the assessment, according to their capability
		6.2	Assess the nature of the individual's substance misuse and other related problems
		6.3	Assess the individual's understanding of services available and readiness to engage in a treatment programme
		6.4	Carry out the assessment in line with locally agreed criteria and using standardised documentation
		6.5	Manage challenging behaviour
		6.6	Develop a comprehensive care plan utilising the assessment
		6.7	Explain how to involve adults with parental responsibility in the assessment and referral of children and young people
		6.8	Explain how to take account of a child or young person's age and maturity when involving them in assessment
7.	Implement the assessment process	7.1	Keep records of the assessment
		7.2	Review the assessment at appropriate intervals once the individual has commenced a care plan
		7.3	Provide individuals with information about how:
		•	to make complaints about the assessment process
		•	to appeal decisions of the assessment process
		7.4	Discuss how to ensure consistency of approach with other members of the substance misuse service team

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Additional Information

Legislation includes but is not inclusive and needs to take into account updates

- The Misuse of Drugs Act 1971
- The Misuse of Drugs Regulations 2001
- The Road Traffic Act 1988
- The Medicines Act 1968
- The Psychoactive Substances Act 2016

Substances can include:
- Alcohol
- Prescription medications
- Chemicals
- Illegal drugs

Risk factors could include:
- living independently
- boredom or lack of meaningful occupation
- desire to be socially included/loneliness
- limited social skills or low self-esteem
- lack of family contact
- impulsivity
- negative life events, for example, neglect, abuse and bereavement
- unemployment
- poverty

Challenges could include:
- deterioration in physical and mental health
- alienation/social difficulties
- cognitive deficits
- aggression/mood changes
- verbal and physical aggression
- risk-taking behaviour including suicide
- increased epileptic seizures
- inpatient admissions
- greater risk of offending behaviour
- being vulnerable to exploitation
- financial impact, including potential loss of housing
- neglect
- abuse

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Support could include:

- mainstream addiction services
- primary care services
- community groups
- friends
- family
- other professionals

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1 7.2, 7.3 7.4 must be assessed in a real work environment.   This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements
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.

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Unit Title **Support use of medication in social care settings**
Unit Number T/616/5458
Level 3
Credit Value 5
GLH 40

Unit Aim

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

Learning outcome The learner will	Assessment criteria The learner can
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 **individual's** 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: • prescribing medication • dispensing medication • supporting use of medication 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

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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 correctly
		7.4	Manage **practical difficulties** 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

Additional Information

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

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

Practical difficulties could include:
- Difficulty in understanding the instructions
- Physical challenges, for example decreasing ability to swallow
- Side effects
- Forgetfulness or confusion
- Storage issues
- Interactions with other substances

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• Cultural and personal beliefs

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3 must be assessed in a real working environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC375 HSC221 HSC236

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Unit Title	Undertake agreed pressure area care
Unit Number	M/651/9454
Level	2
Credit Value	4
GLH	30

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 Outline factors which might put an **individual** at risk of skin breakdown and pressure sores 1.4 Describe how incorrect handling and moving techniques can damage the skin 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores 1.6 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify and explain 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 Check 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

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		3.5	Explain 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	Describe a range of aids or equipment used to relieve pressure
		4.2	Describe safe use of aids and equipment
		4.3	Describe where up-to-date information and support can be obtained about:
		•	materials
		•	equipment
		•	resources
5.	Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines
		5.2	Obtain **valid consent** for the pressure area care
6.	Be able to undertake pressure area care	6.1	Carry out pressure area care procedure in a way that:
		•	respects the individual's dignity and privacy
		•	maintains safety
		•	ensures the individual's comfort
		•	promotes **active participation**
		•	promotes partnership working
		6.2	Apply standard precautions for infection prevention and control
		6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing
		6.4	Move an individual using approved techniques and in accordance with the agreed care plan
		6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions
		6.6	Communicate effectively with the individual throughout the intervention
		6.7	Complete all records and documentation accurately and legibly

Additional Information

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

Agreed ways of working could include:

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- Legislation
- National standards
- Best practice guidance
- Settings organisational policies and procedures
- Role expectations
- Professional boundaries

Valid consent could include:
- Mental capacity
- Consent must be given freely
- Individuals need to have enough information to make an informed choice

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

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 3.2, 3.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 must be assessed in a real working environment.   This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards
CHS5

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Unit Title	Undertake physiological measurements
Unit Number	R/651/9455
Level	3
Credit Value	3
GLH	23

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Identify and explain current legislation, national guidelines, organisational policies and protocols affecting practice when undertaking physiological measurements
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure 2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals 2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • factors that can affect pulse rates • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings

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

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| | | 5.3 | Demonstrate the correct process for reporting measurements that fall outside the normal levels |
| | | 5.4 | Record physiological measurements taken accurately using the correct documentation |

Additional Information

Physiological measurements may need to be adapted for the individual
depending on their:
- size
- age
- stage of development
- disability
- medical condition
- communication needs
- cultural or personal preference
- emotional state
- pain levels

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

Valid consent could include:
- Mental capacity
- Consent must be given freely
- Individuals need to have enough information to make an informed choice

Assessment requirements specified by a sector or regulatory body (if appropriate)

Assessment criteria 3.1, 3.2, 3.3, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.3, 5.4 must be assessed in a real working environment.

This unit must be assessed in line with Skills for Health Assessment Principles.

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

CHS19.2012

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Unit Title	**Supporting infection prevention and control in social care**
Unit Number	**T/651/9456**
Level	**3**
Credit Value	**3**
GLH	**20**

Unit Aim

The purpose if this unit is to develop the learner's understanding, knowledge and skills when supporting infection prevention and control in social care.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand infection prevention and control policies and guidelines	1.1 Explain how infection prevention policies and guidelines can be applied in own **work setting** 1.2 Describe 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 **others** in the work setting 2.2 Support individuals to take steps to minimise spread of infection 2.3 Carry out hand hygiene following work setting policies and guidelines 2.4 Support others to understand their responsibilities for infection prevention and control in the work setting 2.5 Provide guidance to others about infection prevention and control practices in work setting 2.6 Explain the functions of **external bodies** in supporting infection prevention and control in the work setting 2.7 Maintain own understanding of information to support effective infection prevention and control practice
3. Be able to minimise the risk and spread of infection when using equipment	3.1 Ensure equipment is stored and maintained in ways that minimise the spread of infection 3.2 Use agreed cleaning schedules for equipment in own work setting 3.3 Explain why particular **devices** need special handling to minimise the spread of infection

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

Additional Information

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

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- 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.

Assessment requirements specified by a sector or regulatory body (if appropriate)
This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 5.3 must be assessed in a real working environment.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Provide support for therapy sessions
Unit Number	Y/651/9457
Level	2
Credit Value	3
GLH	16

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the benefits of therapy sessions	1.1 Describe **therapy sessions in** which an **individual** may participate 1.2 Describe how therapy sessions can benefit an individual
2. Provide support in therapy sessions	2.1 Discuss with the individual their preferences and requirements for the therapy session 2.2 Provide support during a therapy session that takes account of: • the therapist's directions • the individual's preferences, needs and requirements 2.3 Promote **active participation** 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 **others**
Additional Information	

Therapy sessions may include:
- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy
- reflexology

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- massage
- acupuncture
- nutritional therapy
- Bowen technique

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

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

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2 must be assessed in a real working environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
HSC212

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Unit Title	Prepare environments and resources for use during healthcare activities
Unit Number	A/651/9458
Level	2
Credit Value	3
GLH	17

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
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 Maintain environmental conditions in a way that promotes the individual's 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 and functioning within the agreed parameters prior to use

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		2.8	Prepare resources for the activity in line with **clinical governance**
3. Ensure that environments and resources are ready for their next intended use		3.1	Describe the importance of ensuring that environments are ready for their next use
		3.2	Outline the factors that influence the readiness of environments for use in health care activities
		3.3	Demonstrate how to make safe and clean re-useable items prior to storage in accordance with agreed policies
		3.4	Dispose of used, damaged or out of date items safely
		3.5	Return un-opened, unused and surplus resources to the correct location for storage
		3.6	Monitor the available levels of consumable materials used in healthcare activities
		3.7	Replenish consumable materials used in healthcare activities in accordance with protocols
		3.8	Demonstrate that all information is accurately recorded as specified in local policies

Additional Information

Healthcare activities could include:
- Observations
- Monitoring and measurements
- Personal care
- Administering medication
- Therapeutic activities
- Treatment based activities
- Health promotion activities

Environmental changes could include:
- Temperature changes
- Humidity
- Lighting conditions
- Space
- Noise and distractions
- Hazards

The 7 pillars of **clinical governance** are:
- Clinical effectiveness

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- Risk management
- Patient and public involvement
- Clinical audit
- Staff management and education
- Information and IT
- Clinical leadership

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 must be assessed in a real working environment. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title   **Contribute to raising awareness of health issues**
Unit Number   **D/651/9459**
Level   **4**
Credit Value   **5**
GLH   **36**

Unit Aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand factors affecting awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of **health issues** 1.2 Compare the roles of agencies and others who may be involved in raising awareness of health issues 1.3 Describe factors to consider when planning awareness-raising activities
2. 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 Discuss with others any health issues affecting **individual**s about which awareness needs to be raised 2.3 Review with **others** the demand for and interest in raising awareness of a particular health issue
3. 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. Contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities 4.2 Promote effective teamwork whilst the agreed plan is implemented 4.3 Encourage individuals and others to give feedback about awareness-raising activities
5. 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.

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	5.2 Collate and present information about the activities.
	5.3 Work with others to review the effectiveness of the programme.
	5.4 Make recommendations for changes to awareness-raising activities

Additional Information

Agencies could include:
- Department of Health and Social Care
- Public Health England
- Local authorities
- Public health teams
- Medical practices
- Hospitals
- NHS services
- Charities
- Voluntary organisations
- Educational settings

Factors could include:
- Target audiences
- Purpose
- Key messages
- Available resources
- Budget
- Approaches
- Location
- Accessibility
- Cultural sensitivity and inclusivity
- Legal considerations
- Ethical considerations
- Risk management

Others may include:
- Co-workers, line manager and other professionals
- Carers, friends and relatives of individuals
- Others who are important to the well-being of individuals

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

The **plan** may include:
- aims, objectives, outcomes and target audience

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- media and communication formats
- best options to meet aims
- how to implement activities
- how to monitor activities
- roles and responsibilities

Activities may include:
- Consultations
- Interviews
- Questionnaires
- Presentations
- Displays/posters
- Discussion groups
- Self-analysis checklists

Information may include information about:
- Processes
- Outcomes
- Impact on target audience
- Cost effectiveness

Assessment requirements specified by a sector or regulatory body (if appropriate)
Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4 must be assessed in a real working environment.   This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Support individuals to stay safe from harm or abuse
Unit Number	J/651/9460
Level	3
Credit Value	4
GLH	27

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how legislative frameworks support the **safeguarding of individuals**	1.1 Identify and explain 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 **harm or abuse**	2.1 Identify the **factors** that make an individual more vulnerable to harm or abuse. 2.2 Work with an individual and **key people** to identify actions, behaviours and situations that may lead to harm or abuse to the individual 2.3 Describe the patterns and characteristics often seen in the behaviour of perpetrators 2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable 2.5 Support an individual to gain understanding of the risks associated with the use of **electronic communications**
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
4. Work in ways that support individuals to stay safe	4.1 Engage with an individual in a way that supports trust and rapport
	4.2 Support an individual to express any fears, anxieties or concerns that they may have
	4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused
	4.4 Take action to deal with risks that may lead to harm or abuse
	4.5 Explain how to support an individual to understand that workers have a responsibility to share information when there is a risk of potential or actual harm or abuse
	4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court
	4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed
	4.8 Explain the actions that should be taken when reported concerns about harm or abuse are not responded to or acted upon
	4.9 Access support in situations that are outside your expertise, experience, role and responsibility
	4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse

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Additional Information

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 the 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

Harm or abuse may include:

- Cyberbullying - using digital platforms to intimidate, threaten, or humiliate someone.
- Neglect - failing to meet a person's basic physical or emotional needs.
- Physical abuse - causing physical pain, injury, or discomfort.
- Emotional or psychological abuse - actions that undermine a person's self-esteem, confidence, or emotional wellbeing.
- Sexual abuse - any non-consensual sexual activity or behaviour.
- Financial or material abuse - misuse, exploitation, or theft of a person's money, property, or assets.
- Bullying - repeated behaviour intended to intimidate, harm, or control another person.
- Self-harm - when an individual intentionally injures themselves as a way of coping with distress.
- Discrimination - unfair or harmful treatment based on one of the protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy, religion, sex or sexual orientation.

Factors 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

Electronic communications may include the use of Smart phones, tablets, laptops that can access the internet, including social networking sites

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Assessment requirements specified by a sector or regulatory body (if appropriate)
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Details of the relationship of the unit and relevant national occupational standards
SCDHSC0024 – Support the safeguarding of individuals. SCDHSC0034 – Promote the safeguarding of children and young people. SCDHSC0035 – Promote the safeguarding of individuals. SCDHSC00325 – Contribute to the support of children and young people who have experienced harm or abuse. SCDHSC0335 – Contribute to the support of individuals who have experienced harm or abuse. SCDHSC0044 – Lead practice that promotes the safeguarding of children and young people. SCDHSC0045 – Lead practice that promotes the safeguarding of individuals.

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Unit Title	**Assess the needs of carers and families**
Unit Number	K/651/9461
Level	3
Credit Value	4
GLH	28

Unit Aim

The purpose of this unit is to develop the learner's understanding, knowledge and skills when assessing the needs of families and carers.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the contribution that families and carers make in providing care for **individuals**	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 **society** 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 **active listening** 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 Discuss with 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 Discuss with families and carers the areas of care which they want to retain and those areas they do not

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		3.3	Support families and carers to identify their wishes and needs for their own well-being
		3.4	Gather additional information from **agreed** others
		3.5	Share the record of assessment with families and carers
4.	Be able to identify a plan to support families and carers	4.1	Support families, carers and others to identify resources to address their **needs and wishes**
		4.2	Support families, carers and others to develop a **plan of action** to access the appropriate resources
		4.3	Support families, carers and others to implement the plan of action

Additional Information

Demographic information could include:
- How many unpaid carers there are in the area
- The age of people in the area
- Gender patterns
- Employment
- Socio-economic factors
- Community influences
- Cultural influences
- Health and disability factors in the area
- Services offered

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

Society may include:
- Local Authority provision
- NHS
- Individuals and others
- Communities

Active listening may include:
- Observation
- Clarification
- Questioning techniques
- Non-verbal messages

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Others may include:
- Other professionals
- Agencies
- Line manager

Agreed:
- Others whom the family and carers have agreed can be consulted to either obtain or share information

Resources may include:
- Family or neighbours
- Community resources
- Voluntary organisations
- Statutory support in terms of additional domiciliary care
- Respite for carers to have time for themselves
- NHS services

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Learning Outcomes 2, 3 and 4 must be assessed in a real working environment.

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

N/A

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Unit Title	Contribute to effective team working in adult care settings
Unit Number	L/651/9462
Level	3
Credit Value	4
GLH	25

Unit Aim

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.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand theories of **teams** and team working	1.1 Describe **theories 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: • clear objectives • clearly defined roles and responsibilities • trust and accountability • confidentiality • effective communication • conflict resolution 2.2 Explain why mutual respect and support promotes effective teamwork
3. Be able to work as part of a team	3.1 Describe 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 **others** 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

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5. Be able to contribute to the review of the work of the team	5.1 Reflect on own performance in working as part of a team
	5.2 Contribute to a review of team performance in achieving or working towards goals
	5.3 Contribute to the development of continuous improvement within the work of the team

Additional Information

Teams could include:
- Within the organisation / service
- Multi-disciplinary
- Multi-agency

Theories of team working could include:
- Tuckman's Stages of Group Development
- Belbin's Team Roles Theory
- Lencioni's Five Dysfunctions of a Team
- Hackman's Model of Team Effectiveness

Others could include:
- Team members and colleagues
- Other professionals
- Line manager
- Individuals and their significant others

Assessment requirements specified by a sector or regulatory body (if appropriate)

This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.

Assessment criteria 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3 must be assessed in a real working environment.

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

SCD CCLD 0338 Develop productive working relationships with other
SCD HSC 3121 Promote the effectiveness of teams

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Unit Title	**Anatomy, physiology, health and wellbeing**
Unit Number	**M/651/9463**
Level	**5**
Credit Value	**5**
GLH	**23**

Unit Aim

The aim of this unit is to enable learners to understand the structure and functions of the human biology. Each of the human body systems are explored and the relationships between them. Learners will also explore the links between the human body and health and wellbeing.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the basic make-up of the human body	1.1 Describe the structure and function of a single human cell **1.2** Explain how cells make up **systems in the human body** 1.3 Evaluate the function of DNA and its effect on the human body
2. Understand the structure and function of body systems	2.1 Identify and explain the different systems of the human anatomy 2.2 Explain the main functions of each of the body systems 2.3 Analyse the relationships between the different body systems 2.4 Explain the concept of homeostasis and its links with the body systems
3. Understand the links between the human body and health and wellbeing	3.1 Analyse positive and negative factors which affect each of the body systems 3.2 Explain what is meant by a 'healthy lifestyle'
Additional Information	
Systems in the human body can include: • Skeletal • Muscular • Cardiovascular • Respiratory • Digestive • Nervous • Endocrine • Urinary/Renal • Reproductive	

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- Lymphatic - Integumentary

Assessment requirements specified by a sector or regulatory body (if appropriate)
This is a knowledge based unit. This qualification must be assessed in accordance with the Assessment Principles developed by Skills for Care and Development to complement Ofqual requirements.
Details of the relationship of the unit and relevant national occupational standards
N/A

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Unit Title	Digital productivity in health and social care
Unit Number	R/651/9464
Level	2
Credit Value	3
GLH	20

Unit Aim

This unit develops the knowledge and practical skills required to use digital systems and tools to improve productivity, communication, and efficiency in health and social care settings. Learners will explore how digital technology supports high-quality, person-centred care while maintaining information governance, data protection, and digital professionalism

Learning outcome The learner will	Assessment criteria The learner can
1. Plan, select and use appropriate digital systems and software for different purposes in care settings	1.1 Identify tasks to be achieved through use of digital tools or systems 1.2 Identify the skills, resources and digital applications required to complete tasks successfully 1.3 Plan how to use digital tools to achieve the required outcome while maintaining data security and confidentiality 1.4 Identify any **factors** that may affect the digital tasks 1.5 Use the appropriate digital system for the identified task
2. Review and adapt the ongoing use of digital tools to ensure effective outcomes	2.1 Monitor the use of digital tools and systems in care tasks 2.2 Assess whether chosen tools were appropriate for the purpose and audience 2.3 Communicate strengths, weaknesses, and areas for improvement in the use of digital tools and systems 2.4 Adapt the approach to enhance productivity, efficiency, and data accuracy
3. Review and test solutions to improve digital productivity in care settings	3.1 Review the benefits and drawbacks of digital systems and tools used 3.2 Identify digital solutions to improve own productivity 3.3 Test solutions to ensure they meet organisational, legal, and professional standards

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Additional Information
Factors can include: • Digital skills and knowledge • Access to technology • Internet connections • Battery levels on portable equipment • Ethical

Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance. Assessment criteria 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 must be assessed in a real working environment.

Details of the relationship of the unit and relevant national occupational standards
Digital Skills for Health and Care (NHS England & Skills for Care, 2022): Digital Collaboration, Digital Data, and Digital Safety domains **Essential Digital Skills Framework (Department for Education, 2023):** Handling information, creating and editing, communicating, transacting, and being safe and responsible online **Health and Social Care NOS (Skills for Care):** • **SCDHSC0033** – Develop your practice through reflection and learning; • **SFHICT3** – Use digital technologies to support service delivery in health and care settings

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Unit Title	**Digital communication fundamentals in health and social care**
Unit Number	**T/651/9465**
Level	**2**
Credit Value	**3**
GLH	**16**

Unit Aim

This unit develops the knowledge and skills required to use digital communication tools safely, effectively, and professionally within health and social care environments. Learners will explore how to search for, evaluate, and share information using digital systems while maintaining confidentiality, data protection, and information governance standards.

Learners will gain confidence in communicating via secure digital platforms to support person-centred care, teamwork, and efficient service delivery, reflecting best practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Access and check digital information	1.1. Identify and select reliable and appropriate digital information sources relevant to health and social care practice. 1.2. Use effective search techniques to locate information efficiently. 1.3. Check the accuracy, validity, currency, and relevance of digital information for professional use. 1.4. Adhere to copyright, confidentiality, and intellectual property requirements when using or sharing information.
2. Use digital tools to communicate and exchange information safely and effectively	2.1 Use secure email, encrypted messaging, or online communication platforms to exchange information with colleagues, professionals, or service users. 2.2 Adapt communication methods and tone to suit different audiences and purposes. 2.3 Store and manage digital communications in line with organisational data protection and record-keeping policies. 2.4 Respond appropriately to common digital **communication issues.**

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3. Apply digital communication protocols and professional standards	3.1	Demonstrate understanding of information governance, data protection (GDPR), and cybersecurity principles when communicating digitally.
	3.2	Follow organisational and sector-specific protocols for digital communication within care settings.
	3.3	Explain how secure digital communication supports safe, person-centred, and coordinated care delivery.

Additional Information

Communication issues may include:
- Misunderstood messages
- Delays in responding
- Technical problems
- Misunderstanding of tones
- Accessibility barriers
- Undelivered messages
- Access restrictions

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England and Skills for Care, 2022)

Digital Communication and Collaboration – using digital tools to connect safely and effectively with colleagues and service users.

Digital Safety and Data – applying safe, ethical, and responsible digital practice.

Essential Digital Skills Framework (DfE, 2023)
- Communicating
- Handling Information and Content
- Being Safe and Responsible Online

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Health and Social Care NOS (Skills for Care):

- **SCDHSC0219:** Support effective communication in health and social care settings.
- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SFHICT2:** Use digital technologies to support communication and information sharing in health and care settings.

Unit Title	**Digital communication fundamentals in health and social care**
Unit Number	**M/651/9472**
Level	**3**
Credit Value	**3**
GLH	**25**

Unit Aim

This unit develops advanced skills and knowledge in using secure digital communication tools, particularly email, within health and social care environments.
Learners will learn to manage and organise digital correspondence, apply best practice in information governance, and support colleagues to use digital communication systems safely and effectively.

Learning outcome The learner will	Assessment criteria The learner can
1. Compose, format, and send professional digital messages	1.1 Select and use appropriate **digital communication tools**. 1.2 Compose and format digital messages clearly, using professional tone, correct grammar, and accessible layout. 1.3 Attach, reference, and manage documents securely and appropriately. 1.4 Explain how to maintain confidentiality, professionalism, and respect for others when using digital communication.
2. Manage and organise digital communication effectively	2.1 Manage incoming and outgoing digital communications using folders, tags, or rules to prioritise workload. 2.2 Archive, delete, or store messages in line with organisational retention and information governance policies. 2.3 Create and maintain address books or distribution lists for efficient communication. 2.4 Explain why and how to automate responses appropriately. 2.5 Respond appropriately to **common digital communication issues**.
3. Support safe, secure, and responsible use of digital communication tools	3.1 Identify **risks and vulnerabilities** associated with digital communication. 3.2 Apply organisational protocols for data protection, email encryption, and confidentiality.

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| | | 3.3 Explain how to support colleagues in maintaining digital professionalism and online safety. |
| | | 3.4 Identify strategies for improving communication efficiency across digital systems. |

Additional Information

Digital communication tools could include:
- Email
- Instant messaging apps
- Video conferencing tools
- Social media platforms
- Websites and web portals
- Digital forms and surveys
- Assistive communication tools
- Electronic Patient/Client Record Systems (EPR/ECR)

Automate responses could include:
- Out-of-office messages
- Appointment confirmations
- Appointment reminders
- Medication or treatment reminders
- Acknowledgement messages
- Alerts for missed actions
- Safety or risk notification
- System or record updates
- Password or security prompts
- Service user monitoring alerts

Common digital communication issues could include:
- Misunderstood messages
- Delays in responding
- Technical problems
- Misunderstanding of tones
- Accessibility barriers
- Undelivered messages
- Access restrictions

Risks and vulnerabilities could include:
- Cybersecurity risks
- Phishing
- Hacking
- Weak passwords
- Data protection and privacy issues
- Malware attacks

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate compliance with information governance, confidentiality, and ethical standards for digital working in health and social care.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Communication and Collaboration communicating effectively across teams and care partners.

Digital Safety and Data maintaining confidentiality, data protection, and cyber resilience.

Digital Capability and Confidence promoting digital professionalism in everyday work.

Essential Digital Skills Framework (DfE, 2023)

- Communicating
- Managing Information
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0219**: Support effective communication in health and social care settings.
- **SFHICT3:** Use digital technologies to support communication and record-keeping in health and care contexts.

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Unit Title	**Digital internet use in health and social care**
Unit Number	R/651/9473
Level	3
Credit Value	5
GLH	35

Unit Aim

This unit develops the advanced skills and knowledge needed to use the internet safely, efficiently, and responsibly within health and social care environments.
Learners will explore how to access, evaluate, and share digital information to support person-centred care and service improvement.
They will also learn how to manage online safety, security, and data integrity in accordance with national and organisational standards.

Learning outcome The learner will	Assessment criteria The learner can
1. Set up and maintain secure internet connections	1.1 Identify different **connection methods** and explain their benefits and risks. 1.2 Set up secure connections using approved devices, software, and organisational protocols. 1.3 Troubleshoot connection issues and apply appropriate fault-finding procedures. 1.4 Explain how connectivity choices can affect data security and service accessibility in care settings.
2. Use browsers and digital tools to access, search, and retrieve online information	2.1 Use **advanced browser tools and techniques** to locate relevant information. 2.2 Evaluate online content for credibility, reliability, and bias. 2.3 Download, organise, and store online materials in line with copyright, data protection, and accessibility requirements. 2.4 Maintain a clear audit trail for information gathered to support care decisions or quality improvement.
3. Share and communicate information safely online	3.1 Use secure portals, websites, or collaborative tools to publish or exchange information. 3.2 Apply accessibility and inclusivity principles when posting or sharing digital content. 3.3 Moderate and manage contributions in **online spaces.** 3.4 Explain how digital communication supports integrated care and multi-agency collaboration.

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4. Apply digital safety, security, and ethical practices when working online	4.1 Identify threats to **data security**.
	4.2 Implement measures to protect personal and organisational data when online.
	4.3 Follow data protection, confidentiality, and organisational cybersecurity procedures.
	4.4 Promote and model safe digital behaviours within their workplace.

Additional Information

Connection methods could include:

- VPN
- Mobile data
- Ethernet
- Public Wi-Fi
- Private Wi-Fi
- Hot spot

Advanced browser tools and techniques could include:
- Tab management tools
- Browser extensions
- Developer tools
- Advanced search techniques
- Security settings
- Privacy settings
- Bookmarks
- Syncing across devices
- Accessibility features
- Autofill
- Auto translate
- File management
- Download management
- Browser profiles

Online spaces may include:
- Care dashboards
- Social media platforms
- Messaging and communication apps
- Online forums and discussion boards
- Virtual learning environments (VLEs)
- Websites and blogs
- Video-sharing and streaming platforms
- Email platforms

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- Virtual communities and support groups
- Cloud-based collaboration spaces

Risks to Data security could include:
- Cybersecurity risks
- Phishing
- Hacking
- Weak passwords
- Data protection and privacy issues
- Malware attacks
- Unauthorised access
- Human error
- Unsecured networks
- Outdated software or systems
- Device theft or loss
- Poor data storage practices
- Inadequate backup procedures

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate compliance with GDPR, confidentiality agreements, and ethical use of digital information in care.

Assessment criteria 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Data and Information – managing, accessing, and evaluating online information securely.

Digital Safety and Cybersecurity – protecting systems, users, and data from harm.

Digital Collaboration – using online tools to connect across care systems and organisations.

Essential Digital Skills Framework (DfE, 2023)

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- Handling Information and Content
- Communicating
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0035:** Promote the safeguarding of individuals.
- **SFHICT3:** Use digital technologies to support service delivery and communication.
- **SFHICT6:** Promote and ensure cyber safety in health and care digital environments.

Unit Title	Using mobile and assistive digital devices in health and social care
Unit Number	T/651/9474
Level	2
Credit Value	3
GLH	15

Unit Aim

This unit develops learners' ability to use mobile and assistive digital devices safely, effectively, and confidently in health and social care settings.
Learners will explore how portable technologies, such as smartphones, tablets, wearable devices, and assistive technology can support the delivery of person-centred care, improve communication, and enhance efficiency. The unit promotes responsible use of mobile devices in line with data protection, information governance, and health and safety requirements

Learning outcome The learner will	Assessment criteria The learner can
1. Set up and configure mobile and assistive devices to meet user needs	1.1 Describe the functions, benefits, and limitations of mobile or **assistive digital devices** used in care settings. 1.2 Configure and customise device settings to support accessibility, efficiency, and safety. 1.3 Connect devices securely to approved networks or systems following organisational policy. 1.4 Identify potential health and safety issues associated with using mobile devices in care environments.
2. Use applications and data on mobile or assistive devices effectively	2.1 Identify and use **appropriate digital applications for specific care-related tasks** 2.2 Enter, update, and retrieve data accurately using mobile devices. 2.3 Apply secure login, password, and authentication protocols. 2.4 Organise and store digital information responsibly, ensuring compliance with data protection legislation.
3. Transfer and synchronise data between devices securely	3.1 Use **secure connection methods** to transfer data. 3.2 Synchronise mobile device data with central systems to maintain accurate and up-to-date records.

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		3.3	Describe the risks of unauthorised data transfer and explain how to mitigate them.
		3.4	Follow organisational procedures to ensure secure sharing of care-related information.
4. Maintain and optimise mobile or assistive device performance		4.1	Identify **factors that can affect device performance.**
		4.2	Apply maintenance routines such as software updates, battery care, and security checks.
		4.3	Troubleshoot common problems and identify when to seek technical support.
		4.4	Explain how maintaining digital devices supports continuity and safety in care delivery.

Additional Information

Assistive digital devices could include:
- Smart phones
- Tablets
- Laptops
- Assistive communication devices
- Smart watches
- Fall detectors
- Telecare and Telehealth devices
- Environment control systems

Specific care-related tasks could include:
- Communication needs
- Updating care plans and notes
- Recording medication administration
- Medication management
- Communication with families
- Meetings with other professionals
- Monitoring health and wellbeing
- Rotas and workforce management
- Training
- Daily living support for individuals
- Incident reporting
- Safeguarding

Secure connection methods can include:
- Virtual Private Network (VPN)
- Secure Wi-Fi networks
- HTTPS (secure websites)
- Two-factor authentication
- Multi-factor authentication
- Secure remote access systems

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- Firewalls

Factors that can affect device performance may include:
- Storage space
- Low memory
- Outdated software
- Outdated operating system
- Malware
- Viruses
- Poor internet connection
- No power
- Overheating
- Hardware limitations
- System errors
- Network congestion
- Corrupted files
- Accessory issues

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate adherence to confidentiality, GDPR, and workplace digital policies.

Assessment criteria 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.2, 4.3 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Devices and Technology – using and maintaining digital equipment safely and effectively.

Digital Safety and Data – protecting devices and data when using mobile technologies.

Digital Inclusion – using assistive technology to support access and independence.

Essential Digital Skills Framework (DfE, 2023)

- Transacting

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- Communicating
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0021:** Support effective communication in health and social care settings.
- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SFHICT4:** Use digital technologies to support mobile working and assistive practice in care environments.

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Unit Title	**Digital software use in health and social care**
Unit Number	**Y/651/9475**
Level	**2**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit develops learners' ability to use a range of digital software applications, e.g. word processing, spreadsheets, presentations, confidently and accurately in health and social care environments. Learners will explore how digital software supports service delivery, communication, and record-keeping, as well as how to produce and present digital information that is accurate, professional, and accessible. The unit promotes safe, effective, and ethical use of digital software.

Learning outcome The learner will	Assessment criteria The learner can
1. Select and use appropriate digital software applications to meet work needs	1.1 Identify different types of **software applications** used in health and social care. 1.2 Select software that is appropriate for the task, audience, and purpose. 1.3 Explain how different applications can be integrated to improve efficiency and accuracy. 1.4 Use software safely and in compliance with information governance and data protection policies.
2. Create, develop, and format digital information for professional use	2.1 Enter, edit, and combine information from different digital sources accurately. 2.2 Apply formatting and editing techniques to enhance clarity, accessibility, and professionalism. 2.3 Include **multimedia components** to support understanding. 2.4 Save, retrieve, and store digital information securely following workplace protocols.
3. Present and review digital information to meet audience and organisational needs	3.1 Present information using digital tools in a way that meets **audience requirements** 3.2 Review the effectiveness and accuracy of digital outputs. 3.3 Review whether the digital format chosen meets organisational and legal requirements.

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		3.4 Identify improvements for future use of digital software.

Additional Information

Software applications could include:
- Care planning software
- Electronic Health Record (EHR)
- Medication Management Software (eMAR)
- Telehealth and remote monitoring software
- Incident reporting and safeguarding systems
- Communication and collaboration tools
- Rota and workforce management software
- Training and e-learning platforms
- Assistive technology software
- Data management and reporting tools
- Finance and administration software
- Environmental control and smart-home software

Multimedia components could include:
- Text
- Images
- Audio
- Video
- Animations and graphics
- Interactive elements
- Charts and graphs
- Presentations
- Assistive multimedia tools

Audience requirements could include:
- Accessibility and inclusivity
- Multimedia information
- Documents
- Adaption for different learning styles
- Engagement
- Recorded so can be viewed at a later date
- Consideration of British values

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Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must comply with GDPR, confidentiality, and information governance requirements.

Assessment criteria 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Data and Information – using digital tools to manage and present data effectively.

Digital Communication and Collaboration – creating and sharing digital documents securely.

Digital Confidence and Capability – developing competence in using digital applications.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Creating and Editing
- Communicating

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0021:** Support effective communication in health and social care.
- **SFHICT5:** Use digital software to support care coordination, record-keeping, and data analysis.

Unit Title   **Digital user fundamentals for health and social care**
Unit Number   **A/651/9476**
Level   **2**
Credit Value **3**
GLH   **20**

Unit Aim

This unit provides learners with the essential knowledge and skills to operate confidently, safely, and efficiently within digital environments used in health and social care. It focuses on understanding the structure and function of digital systems, managing files and data securely, and applying information governance and cybersecurity principles in daily practice.

Learning outcome The learner will	Assessment criteria The learner can
1. Use digital systems safely and effectively to meet organisational needs	1.1 Start, operate, and close down digital systems using approved procedures. 1.2 Use system interfaces efficiently to access applications and services. 1.3 Adjust **system settings** to meet individual or task requirements. 1.4 Explain the importance of following organisational protocols when accessing and using digital systems.
2. Manage digital information storage and retrieval securely	2.1 Organise and maintain digital files and folders to ensure information is easy to retrieve. 2.2 Identify appropriate types of **digital storage.** 2.3 Apply workplace conventions for file naming, version control, and storage. 2.4 Explain how secure data storage supports confidentiality, accountability, and continuity of care.
3. Maintain digital safety, security, and wellbeing in care practice	3.1 Identify and minimise **common digital risks** 3.2 Apply cybersecurity measures such as strong passwords, multi-factor authentication, and encryption. 3.3 Follow organisational and legal requirements for data protection (GDPR) and information governance. 3.4 Work safely online, managing screen time and physical wellbeing when using digital technology.

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4. Troubleshoot and maintain digital systems in a care setting	4.1 Identify common **digital system issues**
	4.2 Apply basic fault-finding procedures and escalate unresolved issues appropriately.
	4.3 Describe the importance of regular maintenance, updates, and backups.
	4.4 Explain how system reliability supports safe and effective care delivery.

Additional Information

System interfaces: The way you use and control a device or software.
It is what you see, touch, or hear when you interact with technology. For example, the touchscreen on a phone that allows you to tap, swipe and press on icons and buttons.

System settings: When you adjust a system setting you are changing how a device works to meet requirements of either an individual or a specific task. For example, making the font bigger for someone who has poor eyesight.

Common digital risks could include:
- Cybersecurity risks
- Phishing
- Hacking
- Weak passwords
- Data protection and privacy issues
- Malware attacks

Digital storage could include:
- Care dashboards
- Social media platforms
- Messaging and communication apps
- Online forums and discussion boards
- Virtual learning environments (VLEs)
- Websites and blogs
- Video-sharing and streaming platforms
- Email platforms
- Virtual communities and support groups
- Cloud-based collaboration spaces

Digital system issues could include:
- Storage space
- Low memory
- Outdated software

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- Outdated operating system
- Malware
- Viruses
- Poor internet connection
- No power
- Overheating
- Hardware limitations
- System errors
- Network congestion
- Corrupted files
- Accessory issues

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate compliance with data protection law, confidentiality agreements, and organisational IT policies.

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.3, 3.4, 4.2 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Safety and Cybersecurity – protecting devices, systems, and data in care environments.

Digital Data and Information – storing and managing digital information responsibly.

Digital Capability and Confidence – developing competence in using essential digital systems.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Being Safe and Responsible Online
- Problem Solving

Health and Social Care NOS (Skills for Care):

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- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0021:** Support effective communication in health and social care.
- **SFHICT7:** Use digital technologies to maintain data integrity and system reliability in care settings.

Unit Title	**Digital security and data protection in health and social care**
Unit Number	**D/651/9477**
Level	**2**
Credit Value	**3**
GLH	**20**

Unit Aim

This unit develops learners' knowledge and skills in maintaining digital security and protecting data within health and social care environments. It focuses on understanding and applying organisational, legal, and ethical responsibilities to ensure the confidentiality, integrity, and availability of information stored, processed, and shared through digital systems. Learners will explore common cybersecurity threats, evaluate digital safety procedures, and contribute to a culture of data protection.

Learning outcome The learner will	Assessment criteria The learner can
1. Identify and manage risks to digital security and data protection	1.1 Evaluate **common security risks** 1.2 Assess potential impacts of digital breaches on service users, staff, and organisations. 1.3 Describe how to apply risk management and mitigation strategies to protect data. 1.4 Explain the responsibilities of staff under data protection and information governance policies.
2. Apply procedures to maintain the security of digital systems and data	2.1 Implement organisational procedures for digital access control, password management, and encryption. 2.2 Use secure backup, storage, and archiving processes for systems and data. 2.3 Follow protocols for data sharing, retention, and disposal in line with UK GDPR and workplace policy. 2.4 Monitor system performance and report security incidents promptly following escalation procedures.
3. Promote and support good practice in digital security across the care setting	3.1 Provide guidance or support to others on safe and responsible digital use. 3.2 Contribute to the development or review of data protection policies and protocols. 3.3 Identify opportunities to improve cyber resilience and staff awareness. 3.4 Review the effectiveness of security measures and recommend improvements.

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Additional Information

Common security risks can include:
- Cybersecurity risks
- Phishing
- Hacking
- Weak passwords
- Data protection and privacy issues
- Malware attacks
- Unauthorised access
- Human error
- Unsecured networks
- Outdated software or systems
- Device theft or loss
- Poor data storage practices
- Inadequate backup procedures

Cyber resilience is being able to prepare for, withstand, respond to, and recover from cyber-attacks or digital problems.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Safety and Cybersecurity maintaining the confidentiality, integrity, and availability of data.

Digital Data and Information using, managing, and sharing information responsibly.

Digital Capability and Confidence embedding cyber awareness in daily practice.

Essential Digital Skills Framework (DfE, 2023)

- Being Safe and Responsible Online

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- Handling Information and Content
- Problem Solving

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0035:** Promote the safeguarding of individuals.
- **SFHICT6:** Promote and maintain cyber safety in health and care digital environments.
- **SFHICT9:** Maintain and apply data protection and information security principles.

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Unit Title   **Digital project management in health and social care**
Unit Number   **F/651/9478**
Level   **3**
Credit Value   **4**
GLH   **30**

Unit Aim

This unit enables learners to use digital tools and systems to plan, monitor, and evaluate projects in health and social care. It focuses on applying project management principles through digital platforms to support service improvement, innovation, and compliance with quality standards. Learners will explore how project planning, scheduling, and reporting software can improve collaboration, accountability, and evidence-based decision-making.

Learning outcome The learner will	Assessment criteria The learner can
1. Plan and define a digital project to meet organisational needs	1.1 Explain the **purpose, scope, and objectives** of a digital project in a care context. 1.2 Identify key stakeholders, milestones, and success indicators. 1.3 Select suitable **digital tools** to plan and track progress. 1.4 Create a digital project plan with timelines, resources, and measurable outcomes.
2. Use digital tools to coordinate, monitor and govern project activities	2.1 Input, edit, and update task data using digital project management software. 2.2 Assign responsibilities and manage resources through digital collaboration platforms. 2.3 Track project progress against baselines and milestones. 2.4 Record and resolve issues, risks, or delays within the digital tool. 2.5 Apply data protection, information governance, and cyber-security principles in digital project management.
3. Analyse project data and report outcomes using digital systems	3.1 Use digital dashboards and analytics to evaluate project performance. 3.2 Create clear, accessible progress reports for different **audiences** 3.3 Present findings visually using graphs, Gantt charts, or summaries.

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Additional Information

Purpose: Why the project is being done.

Scope: What the project will include.

Objectives: What the project aims to achieve.

Digital tools could include:
- Applications
- Software
- Devices
- Emails
- Teams/Zoom
- Digital care planning systems
- eMAR
- Calendar
- e-learning platforms
- Screen readers
- Voice to text
- PowerPoint
- Word
- Excel

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must comply with organisational information-governance procedures and demonstrate ethical, inclusive use of digital tools.

Assessment criteria 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Collaboration and Leadership – using digital tools to coordinate projects and teams.

Digital Data and Information – analysing and interpreting digital information for improvement.

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Digital Safety and Cybersecurity – protecting data throughout digital project lifecycles.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Communicating
- Problem Solving
- Being Safe Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0431:** Support quality improvement initiatives in care settings.
- **SFHICT8:** Use digital project management tools to plan and monitor care system implementation.
- **SFHICT9:** Apply information governance principles within digital projects.

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Unit Title	Digital presentation and communication for health and social care
Unit Number	H/651/9479
Level	3
Credit Value	4
GLH	35

Unit Aim

This unit enables learners to use digital presentation and communication tools to convey complex information clearly, professionally, and effectively in health and social care contexts. Learners will develop advanced digital skills in designing, producing, and delivering multimedia presentations that engage audiences, promote inclusion, and support organisational goals. The unit also reinforces best practice in digital accessibility, data security, and professional communication.

Learning outcome The learner will	Assessment criteria The learner can
1. Design and prepare digital presentations for professional use	1.1 Identify the purpose, audience, and outcomes for a digital presentation. 1.2 Plan the structure, layout, and style of the presentation using accessible design principles. 1.3 Select appropriate **digital tools** and **multimedia formats** to meet needs. 1.4 Explain how copyright, confidentiality, and accessibility considerations affect presentation design.
2. Create, edit, and enhance digital presentations using multimedia tools	2.1 Combine text, images, charts, video, and audio to enhance understanding and engagement. 2.2 Use interactive or animation features appropriately to improve clarity and flow. 2.3 Apply consistent formatting and design for readability and inclusivity. 2.4 Save, retrieve, and back up presentation materials securely in accordance with data protection standards.
3. Deliver and evaluate digital presentations effectively	3.1 Present information clearly using appropriate tone, pace, and digital tools 3.2 Adapt delivery methods for different audiences 3.3 Use feedback and self-reflection to evaluate presentation effectiveness. 3.4 Identify improvements for future digital communication and presentation delivery.

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Additional Information

Digital tools could include:
- Applications
- Software
- Devices
- Emails
- Teams/Zoom
- Digital care planning systems
- eMAR
- Calendar
- e-learning platforms
- Screen readers
- Voice to text
- PowerPoint
- Word
- Excel

Multimedia formats: This is the use of more than one digital method to share information.

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must demonstrate ethical use of digital tools, compliance with confidentiality standards, and consideration for accessibility and inclusion.

Assessment criteria 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Communication and Collaboration – presenting and communicating effectively using digital technologies.

Digital Inclusion and Accessibility – ensuring digital outputs are accessible to all audiences.

Digital Capability and Confidence – demonstrating professional and confident use of digital tools.

Essential Digital Skills Framework (DfE, 2023)

- Communicating
- Creating and Editing
- Handling Information and Content

Health and Social Care NOS (Skills for Care):

- **SCDHSC0021:** Support effective communication in health and social care settings.
- **SCDHSC0431:** Contribute to quality improvement through digital engagement and reporting.
- **SFHICT10:** Use digital media and presentation tools to share information within health and care environments.

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Unit Title	**Digital data and spreadsheet management in health and social care**
Unit Number	**L/651/9480**
Level	**3**
Credit Value	**5**
GLH	**35**

Unit Aim

This unit develops learners' ability to manage, analyse, and present digital data using spreadsheet and related applications within health and social care. Learners will explore how spreadsheets can support decision-making, improve service efficiency, and evidence compliance.

Learning outcome The learner will	Assessment criteria The learner can
1. Create and organise digital data effectively	1.1 Identify **data types and sources** relevant to health and social care practice 1.2 Structure and enter data accurately within spreadsheets using appropriate headings and formats. 1.3 Combine or link data from multiple sources to produce complete datasets. 1.4 Store and retrieve spreadsheet files securely following organisational procedures.
2. Analyse and interpret digital data using spreadsheet tools	2.1 Select and apply formulas, functions, and data-analysis tools to identify trends or insights. 2.2 Use validation and conditional formatting to improve data accuracy and interpretation. 2.3 Employ forecasting or comparison techniques to support planning and quality improvement. 2.4 Check and correct formula errors to ensure reliability of results
3. Present and communicate data professionally	3.1 Use charts, graphs, and tables to present information clearly for different audiences. 3.2 Format spreadsheets consistently for readability and accessibility. 3.3 Create printable or shareable versions of data reports that comply with confidentiality and data-protection standards. 3.4 Evaluate whether data presentation meets organisational and regulatory requirements.

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4. Ensure data integrity and ethical compliance	4.1	Explain how data protection (UK GDPR) and information-governance policies apply to digital data.
	4.2	Maintain confidentiality and minimise risk when storing or sharing spreadsheets.
	4.3	Apply audit trails or version control to protect data integrity.
	4.4	Reflect on how responsible data handling supports transparency, accountability, and person-centred care.

Additional Information

Data types and sources.

Types of data could include:
- Personal
- Health
- Care and support
- Behavioural
- Observational
- Safeguarding
- Health and safety
- Communication

Sources of data could include:
- Care staff
- Service users
- Family members
- Carers
- HR
- Managers
- Other professionals
- Outside agencies
- Monitoring devices
- Care plans

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

All evidence must adhere to organisational information-governance standards and UK GDPR.

Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Data and Information – collecting, analysing, and interpreting digital data responsibly.

Digital Safety and Cybersecurity – protecting data integrity and confidentiality.

Digital Collaboration and Improvement – sharing digital data to drive quality outcomes.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Creating and Editing
- Problem Solving
- Being Safe Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0431:** Support quality-improvement initiatives through data analysis.
- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SFHICT11:** Use digital-data tools to collect, analyse, and report information in health and care settings.
- **SFHICT9:** Apply data-protection and information-security principles.

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Unit Title	**Digital website and online content development for health and social care**
Unit Number	**M/651/9481**
Level	**3**
Credit Value	**5**
GLH	**40**

Unit Aim

This unit develops the knowledge and skills required to design, build, and maintain digital web pages and online content for use in health and social care contexts. Learners will explore how to create accessible, inclusive, and compliant digital information that reflects organisational values and supports communication with stakeholders, service users, and the public. The unit promotes understanding of accessibility standards, ethical communication, and responsible online publishing.

Learning outcome The learner will	Assessment criteria The learner can
1. Plan and design digital content for health and social care websites	1.1. Identify the purpose, target audience, and scope of online content to be created. 1.2. Plan site structure, navigation, and layout to support clarity and ease of use. 1.3. Explain how copyright, accessibility, and confidentiality requirements influence design. 1.4. Select and justify suitable digital tools or platforms for website creation and management.
2. Develop and edit online content using appropriate digital tools	2.1 Create web pages using templates, content-management systems, or web design software. 2.2 Combine text, media, and interactive elements to enhance user engagement. 2.3 Apply consistent branding and formatting in line with organisational or sector standards. 2.4 Test functionality, navigation, and display across different devices and browsers
3. Publish, maintain, and review online content securely and ethically	3.1. Upload and publish online content using secure methods and access controls. 3.2. Check and update online materials regularly to ensure accuracy and relevance. 3.3. Apply data protection, safeguarding, and ethical principles when sharing content. 3.4. Evaluate website performance using feedback, analytics, or accessibility tools.

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Additional Information

Digital tools in this context could include:

- Wix
- WordPress
- Squarespace
- Google sites
- Weebly

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Assessment criteria 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

Digital Communication and Collaboration – creating and managing online information for engagement.

Digital Inclusion and Accessibility – ensuring digital content is usable and accessible for all.

Digital Data and Information – maintaining accurate and reliable online content.

Essential Digital Skills Framework (DfE, 2023)

- Communicating
- Creating and Editing
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0021:** Support effective communication in health and social care.
- **SCDHSC0431:** Contribute to quality improvement through digital innovation.
- **SFHICT12:** Develop and maintain accessible and compliant digital information for health and care audiences.

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- **SFHICT9:** Apply data-protection and information-security principles to online publishing.

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Unit Title	Digital evidence portfolio for continuing professional development
Unit Number	R/651/9482
Level	3
Credit Value	4
GLH	30

Unit Aim

This unit develops the knowledge and skills required to create, manage, and share digital evidence, e.g. in the form of an electronic portfolio, for assessment, performance review, and quality improvement in health and social care. Learners will explore how to use digital platforms to record competence, support reflective learning, and maintain secure digital records of evidence.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the principles of digital evidence management	1.1. Explain what constitutes valid, authentic, current, and sufficient evidence in digital assessment. 1.2. Describe different types of **digital evidence** 1.3. Explain how information governance and UK GDPR apply to digital evidence storage and sharing. 1.4. Identify advantages and potential risks of digital assessment platforms in care environments.
2. Use digital systems to collect and record evidence of competence	2.1 Select appropriate digital tools or platforms to record and upload evidence 2.2 Use file management and tagging systems to organise evidence efficiently. 2.3 Ensure evidence meets agreed assessment or audit criteria. 2.4 Apply security settings and permissions to protect personal and sensitive data.
3. Review, share, and evaluate digital evidence securely	3.1 Share digital evidence appropriately with assessors, supervisors, or verifiers using secure channels. 3.2 Review and reflect on digital evidence to identify strengths and areas for development. 3.3 Use digital feedback tools to respond to comments or guidance. 3.4 Evaluate the reliability and usability of digital evidence for ongoing professional development.

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4. Promote continuous learning and improvement through digital assessment	4.1 Use digital platforms to track progress toward learning or performance goals.
	4.2 Identify how digital evidence supports reflective and person-centred practice.
	4.3 Support others in using digital tools to evidence learning or improvement.
	4.4 Evaluate how digital assessment contributes to workforce development and quality assurance.

Additional Information

Digital evidence could include:
- Documents
- Hard drives
- Browser history
- Deleted files
- Text messages and call logs
- App data
- GPS history
- Photos and videos
- Health app data
- IP addresses
- Router logs
- Firewall logs
- Wi-Fi connection history
- Emails
- Cloud storage
- Social media platforms
- CCTV footage
- Smart speakers
- Smart doorbells
- Fitness trackers

Assessment requirements specified by a sector or regulatory body (if appropriate)

This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.1, 4.3 must be assessed in a real working environment.

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

Digital Skills for Health and Care (NHS England & Skills for Care, 2022)

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Digital Learning and Development – using digital tools to record, assess, and support learning.

Digital Data and Information – managing information securely and accurately.

Digital Capability and Confidence – promoting effective use of digital assessment systems.

Essential Digital Skills Framework (DfE, 2023)

- Handling Information and Content
- Communicating
- Creating and Editing
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0033:** Develop your practice through reflection and learning.
- **SCDHSC0431:** Support quality-improvement and audit processes.
- **SFHICT13:** Use digital platforms to collect, assess, and share evidence in health and care environments.
- **SFHICT9:** Maintain data-protection and information-governance standards.

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Unit Title	**Digital inclusion and accessibility in health and social care**
Unit Number	**T/651/9483**
Level	**3**
Credit Value	**4**
GLH	**30**

Unit Aim

This unit enables learners to understand and apply the principles of digital inclusion and accessibility in health and social care. It focuses on ensuring that staff, service users, and stakeholders can access, understand, and use digital technologies effectively, regardless of ability, language, culture, or digital confidence.

Learners will explore inclusive design, assistive technology, and strategies to overcome barriers to digital participation.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the principles of digital inclusion and accessibility	1.1. Define digital inclusion and explain its importance in health and social care. 1.2. Identify **barriers** that may prevent individuals or groups from accessing digital services. 1.3. Describe **legislation, standards, and policies** relating to digital accessibility 1.4. Explain how inclusive digital practice supports equality, diversity, and human right
2. Support digital access and participation for service users and colleagues	2.1 Assess digital access and confidence needs of individuals or teams. 2.2 Demonstrate how to adapt digital tools or interfaces to meet accessibility requirements. 2.3 Provide guidance or support in using digital devices or platforms. 2.4 Promote inclusive communication practices through plain language, translation, or alternative formats.
3. Use assistive and adaptive technologies to enhance inclusion	3.1 Identify common **assistive technologies** 3.2 Configure accessibility settings on devices or applications to meet user needs. 3.3 Support individuals to select and use appropriate assistive tools safely. 3.4 Evaluate how assistive technology can improve independence, engagement, and wellbeing.

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4. Promote an inclusive digital culture in care settings	4.1 Contribute to policies and initiatives that promote digital inclusion within the organisation.
	4.2 Advocate for training, resources, or infrastructure that reduce digital inequality.
	4.3 Share best practice examples of inclusive digital approaches in care.
	4.4 Reflect on their own digital skills and identify ways to champion inclusion.

Additional Information

Barriers could include:

- Digital skills and knowledge
- Access to technology
- Internet connections
- Battery levels on portable equipment
- Accessibility
- Financial capabilities
- Disability
- Literacy
- Cultural and social
- Cognitive
- Emotional

Assistive technologies could include:

- Smart phones
- Tablets
- Laptops
- Assistive communication devices
- Smart watches
- Fall detectors
- Telecare and Telehealth devices
- Environment control systems
- Text to speech
- Zoom and magnifier tools
- Closed captions
- Voice control
- Colour filters

Assessment requirements specified by a sector or regulatory body (if appropriate)
This unit must be assessed in accordance with Skills for Care and Development assessment principles guidance.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 4.3 must be assessed in a real working environment. |
| **Details of the relationship of the unit and relevant national occupational standards** |
| **Digital Skills for Health and Care (NHS England & Skills for Care, 2022)**

Digital Inclusion and Accessibility – promoting equal access and participation.

Digital Communication and Collaboration – ensuring communication methods are inclusive.

Digital Capability and Confidence – supporting others to develop digital skills.

Essential Digital Skills Framework (DfE, 2023)

- Communicating
- Handling Information and Content
- Being Safe and Responsible Online

Health and Social Care NOS (Skills for Care):

- **SCDHSC0021:** Support effective communication in health and social care.
- **SCDHSC0431:** Contribute to promoting equality and inclusion in care environments.
- **SFHICT14:** Support and promote digital inclusion and accessibility within health and social care settings**.**
- **SCDHSC0033:** Develop your practice through reflection and learning. |

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APPENDIX

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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

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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 organisations.

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Skills for Care and Development Assessment Principles

The Innovate Awarding Level 3 Diploma in Adult Care must be delivered and assessed in accordance with the Skills for Care and Development Assessment Principles. The following information has been adapted from the principles and applies to Innovate Awarding, training providers approved by Innovate Awarding, tutors, assessors and internal and external quality assurers.

1. Assessment Principles

1.1. Good practice dictates the following:
- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the awarding organisation.
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the awarding organisation.

1.2. The centre must monitor that learners are registered with the awarding organisation **before** formal assessment continues.

Assessors must be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the awarding organisation and associated assessment strategy where this is in place.

1.3. Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers.

Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches must be standardised, and the centre must discuss and agree this with the awarding organisation.

1.4. 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.

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1.5. Assessors must demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.

- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices.
- If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These must be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met.
- It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions.

1.6. Simulation must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the awarding organisation or agreed with the External Quality Assurer acting on behalf of the awarding organisation.

1.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent must be gained for those providing witness testimonies.

1.8. Expert witnesses play an important role in assessments. They must:
- have a working knowledge of the relevant units
- be occupationally competent in the relevant units, and
- have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.

1.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the awarding organisation.

1.10. The expert witness is a reliable source of evidence:

- where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation

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of the unit (not the whole qualification) where they have occupational expertise in the specialist area.

- when used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes.
- in supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- where allowed as per the assessment strategy.

1.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

2 Assessment of knowledge-based learning outcomes:

2.1. The 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
- can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- may include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they must be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- must take into account APL/RPL to avoid duplication of learning.

3 Recording and documentation

3.1. All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should

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clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

4   Use of technology in the assessment process

4.1.   Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these must meet requirements as set out by the awarding organisation.

4.2   Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:

- recording, storage, and access comply with confidentiality and data protection legislation
- individuals receiving care or support and others are not unintentionally recorded
- informed consent must be freely given by everyone involved in the assessment and this must be documented.

4.3.   Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.

4.4.   Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence must be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.

4.5   The remote observation approach in 4.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.

4.6   Centre practices in the use of technology are to be monitored and assured by the awarding organisation, and this should include centre consideration of the following:

- Use aligns to adherence to any additional guidance set by the awarding organisation, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place.
- The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use.
- Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated.
- Centre practices and approaches are guided and supported by thorough standardisation.

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- Technology and programmes used are standardised, accessible, safe and reliable.
- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence.
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks.
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches.
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable.
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity.
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities.
- Learners are not disadvantaged by the use of technology and they are aware of its use.
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process.
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner.
- Practices and lessons learned should be shared by all to support review and continuous improvement.

4.   Internal quality assurance

5.1   Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. 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.

4.1   If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer must make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.

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4.2   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 (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

5.4   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.

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

5.   Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the specific qualification units 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 also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

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. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions: The awarding organisation will determine what qualifies those undertaking internal and external quality assurances to

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make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included below. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:
- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:
- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

Assessors must hold or be working towards any of the following:
- Level 5 Diploma in Teaching (Further Education and Skills) (September 2024) to be discussed with Awarding Organisation to ensure relevant units have been undertaken
- Level 3 Learning and Skills Assessor Apprenticeship (March 2023)
- Level 5 Learning and Skills Teacher Apprenticeship (January 2019)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland) (2015)
- L&D9D - Assessing workplace competence using Direct methods

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(Scotland) (2015)
- Level 5 Diploma in Education and Training (2014)

Relevant assessing units:
- o Teaching, learning and assessment in education and training
- o Developing teaching, learning and assessment in education and training
- Level 4 Certificate in Education and Training (2014)

Relevant assessing units:
- o Assessing learners in education and training
- o Assess occupational competence in the work environment
- o Assess vocational skills, knowledge and understanding
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence (2012)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (2012)
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (2012, 2007)
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only) (2010)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only) (2010)
- Level 3 Certificate in Assessing Vocational Achievement (2010)
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation (2002)
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

Internal Quality Assurers

Internal Quality Assurers must hold or be working towards any of the following:
- Level 5 Diploma in Education and Training (2014)

Relevant IQA unit:
- o Internally assure the quality of assessment
- Level 4 Certificate in Education and Training (2014)

Relevant IQA units:
- o Assessing learners in education and training
- o Internally assure the quality of assessment
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (2014) or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (2014)
- D34 Unit Internally verify the assessment process (2012)
- V1 Verifiers Award (2012)
- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment

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(Scotland) (2010)

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

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 contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will 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.

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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.

Use of Artificial Intelligence (AI) and referencing

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

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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.

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