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# Qualification Specification

## Highfield Level 3 Diploma in Adult Care (RQF)

Qualification Number: 603/2674/8

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## Highfield Level 3 Diploma in Adult Care (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

The Highfield Level 3 Diploma in Adult Care (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

This qualification is supported by Skills for Care, the sector skills council for the adult care sector in England.

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### Key facts

<b>Qualification number:</b>	603/2674/8
<b>Learning aim reference:</b>	603/2674/8
<b>Credit value:</b>	58
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	341
<b>Total qualification time (TQT):</b>	580

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### Qualification overview and objective

The objective of this qualification is to support a role in the workplace, such as lead adult care workers and lead personal assistants. This qualification forms the competence requirements for those learners working in adult care settings at level 3.

The content of the qualification covers core content that applies to the adult social care sector with a variety of optional units covering additional knowledge and skills applicable to learners in level 3 roles. Learners may also wish to select units in leadership skills and/or knowledge as part of this qualification.

This qualification supports delivery of the Lead Adult Care Worker Level 3 Apprenticeship Standard.

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### Entry requirements

There are no prerequisites for this qualification, however It is advised that learners have a minimum of Level 2 in literacy or numeracy or equivalent.

This qualification is approved for delivery to learners aged 16+.

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### Geographical coverage

This qualification is suitable for delivery in England.

### Guidance on delivery

The total qualification time for this qualification is 580 hours and of this 341 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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### Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be assessed and internally quality assured by the Centre. EQS (External Quality Support) visits from Highfield will also take place until direct claim status is achieved. Suggested paperwork is available on the Highfield website but if a centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval before commencement of the course.

Each individual unit provides additional guidance/requirements on assessment, which is available in Appendix 2. Please refer to the Skills for Care Assessment principles for guidance on use of simulation and expert witnesses.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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### Guidance on quality assurance

Highfield require centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

EQS visits from Highfield will take place until direct claim status is achieved. Highfield will support centres with quality assurance by conducting engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### Assessor requirements

Highfield, in line with the Skills for Care and Development assessment principles, require nominated Assessors to:

- be occupationally knowledgeable and occupationally competent in the area they are assessing;
  - hold or be working towards\* a recognised assessor qualification. Examples include:
    - Level 3 Award in Assessing Competence in the Work Environment;
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- Level 3 Certificate in Assessing Vocational Achievement;
- A1 Assess Learner performance Using a Range of Methods;
- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence; and
- maintain evidence of continuous professional development within the sector

\*For more information on those assessment decisions made by an unqualified assessor, please refer to counter-signing strategy requirements within this specification.

For more information, please refer to the Skills for Care and Development assessment principles which is on the Highfield website.

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### Internal quality assurance (IQA) requirements

This qualification is assessed and Internally Quality Assured. IQA requirements are outlined in the Skills for Care and Development assessment principles and must be referred to.

This includes that approved IQA (Internal Quality Assurers) must:

- Hold or be working towards\*\* an IQA qualification, such as:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
  - D34 or V1 Verifier Awards; and
- Be occupationally knowledgeable in the unit they are assessing/health and adult care settings.

\*\*For more information on those assessment decisions made by an unqualified IQA, please refer to counter-signing strategy requirements below.

For more information, please refer to the Skills for Care and Development assessment strategy and the Skills for Health assessment principles which is on the Highfield website.

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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Mapping to National Occupational Standards (NOS)

Please refer to each unit for NOS mapping, where appropriate.

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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## ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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## Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 4 Certificate in Principles of Leadership and Management in Adult Care (RQF)
- Highfield Level 4 Diploma in Care (RQF)

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## Useful websites

Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills for Care and Development: [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

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## Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfeldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

## Appendix 1: Qualification structure

To achieve the **Highfield Level 3 Diploma in Adult Care (RQF)**, learners must complete the following:

- **all units** contained within the mandatory group
- a **minimum of 30 credits** from optional unit groups A-C
- If selecting leadership units, learners may select a **maximum** of:
  - 5 credits from Knowledge leadership: Optional Group B
  - 8 credits from Competence Leadership: Optional Group C

### Mandatory Group

Learners must achieve **all units** in this group

	Unit reference	Unit title	Level	GLH	Credit
1	A/616/6210	Promote communication in care settings	3	25	3
2	J/616/6212	Promote effective handling of information in care settings	3	16	2
3	M/616/6205	Promote personal development in care settings	3	10	3
4	K/616/6218	Promote person-centred approaches in care settings	3	39	6
5	H/616/6217	Promote equality and inclusion in care settings	3	8	2
6	A/616/6207	Promote health, safety and wellbeing in care settings	3	20	6
7	F/616/6211	Responsibilities of a care worker	2	16	2
8	D/616/6216	Duty of care in care settings	3	5	1
9	T/616/6206	Promote safeguarding and protection in care settings	2	26	3

### Optional Group A

Learners must achieve a minimum of **30 credits** from the optional unit groups A, B and C. Please be aware of maximum credits allowed within Optional unit groups B and C.

	Unit reference	Unit title	Level	GLH	Credit
10	M/502/3146	Purpose and principles of independent advocacy	3	25	4
11	F/616/6208	Understand mental well-being and mental health promotion	3	20	3
12	L/616/6213	Understand mental health problems	3	16	3
13	J/601/ 3538	Understand the process and experience of dementia	3	22	3
14	K/601/9199	Understand the administration of medication to individuals with dementia using a person-centred approach	3	15	2



15	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	26	3
16	A/616/7437	Understand the diversity of individuals with dementia and the importance of inclusion	3	28	3
17	J/616/7439	Introduction to personalisation in social care	3	26	3
18	R/616/6214	The Principles of Infection Prevention and Control	2	30	3
19	J/616/6209	Causes and spread of infection	2	20	2
20	Y/616/6215	Cleaning, Decontamination and Waste Management	2	20	2
21	D/616/6443	Understand the context of supporting individuals with learning disabilities	3	35	4
22	H/601/5703	Principles of supporting an individual to maintain personal hygiene	2	10	1
23	J/601/6293	Understand positive risk taking for individuals with disabilities	3	25	3
24	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	21	3
25	A/616/7440	Understand how to support individuals with autistic spectrum conditions	3	35	4
26	M/601/7048	Principles of self-directed support	3	26	3
27	J/601/6150	Understand Physical disability	3	22	3
28	J/616/7442	Understand the impact of acquired brain injury on individuals	3	28	3
29	L/616/7443	Understand sensory loss	3	21	3
30	R/616/7444	Understand models of disability	3	10	3
31	T/502/7599	Understand the Effects of Ageing in Activity Provision	3	17	2
32	Y/616/7445	Diabetes Awareness	3	46	6
33	D/616/7446	Understanding and Enabling Assisting and Moving Individuals	2	35	4
34	F/503/7150	Stroke Awareness	2	28	3
35	H/616/7447	Understand how to provide support when working in end of life care	3	35	4
36	D/504/2243	Understand the factors affecting older people	3	17	2
37	F/616/6435	Understand Advance Care Planning	3	25	3
38	J/503/8137	Understand how to support individuals during the last days of life	3	28	3
39	J/503/7165	Understand Stroke Care Management	3	36	4
40	F/503/8704	End of life and dementia care	3	20	2
41	K/616/7448	Providing independent advocacy support	3	35	6

42	M/616/7449	Maintaining the independent advocacy relationship	3	35	6
43	F/502/3149	Responding to the advocacy needs of different groups of people	3	25	6
44	H/616/6458	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
45	A/601/0670	Support individuals who are substance users	3	30	7
46	D/501/0585	Identify and act upon immediate risk of danger to substance mis-users	3	30	4
47	M/601/0682	Provide services to those affected by someone else's substance use	3	24	4
48	H/616/7450	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	35	5
49	T/601/0666	Test for substance use	3	30	5
50	D/601/0662	Carry out initial assessments to identify and prioritise the needs of substance misusers	3	30	5
51	K/501/0587	Carry out comprehensive substance misuse assessment	3	30	5
52	D/601/0676	Assist with the transfer of individuals who misuse substances between agencies and services	3	6	1
53	K/501/0590	Support individuals through detoxification programmes	3	18	3
54	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	3	24	4
55	D/616/6233	Administer Medication to individuals and monitor the effects	3	30	5
56	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	3	26	3
57	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	3	26	4
58	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	3	30	4
59	F/601/4686	Equality, diversity and inclusion in dementia care practice	3	31	4
60	D/616/6491	Provide support to manage pain and discomfort	2	15	2
61	R/601/7902	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	14	2
62	T/601/8721	Undertake agreed pressure area care	2	30	4
63	K/616/7451	Move and position individuals in accordance with their care plan	2	26	4
64	M/616/7452	Contribute to raising awareness of health issues	3	35	4

65	T/616/7453	Provide support to individuals to continue recommended therapies	3	20	3
66	H/616/6492	Provide support to maintain and develop skills for everyday life	3	28	4
67	A/616/7454	Facilitate learning and development activities to meet individual needs and preferences	3	35	5
68	M/601/9494	Support the development of community partnerships	4	33	5
69	F/616/6449	Implement therapeutic group activities	3	25	4
70	T/616/6450	Support individuals to develop and run support groups	3	24	3
71	M/601/9611	Prepare to support individuals within a shared lives arrangement	3	31	4
72	T/616/6433	Support individuals to access and use services and facilities	3	25	4
73	J/601/9601	Provide support for individuals with a shared lives arrangement	3	35	5
74	R/601/8578	Support individuals in their relationships	3	27	4
75	H/601/8049	Facilitate person centred assessment, planning, implementation and review	3	45	6
76	T/616/6447	Support individuals to live at home	3	29	4
77	F/616/7455	Support individuals to manage their finances	3	20	3
78	J/616/7456	Support individuals to access and manage direct payments	4	20	4
79	Y/616/6490	Support individuals to access housing and accommodation services	3	31	4
80	R/601/8581	Support individuals to deal with personal relationship problems	3	26	4
81	F/616/6502	Support individuals with specific communication needs	3	35	5
82	R/616/6438	Support individuals during a period of change	3	29	4
83	A/616/6501	Support individuals to prepare for and settle in to new home environments	3	23	3
84	Y/616/6442	Support Individuals who are bereaved	3	30	4
85	A/616/6448	Work in partnership with families to support individuals	3	27	3
86	F/616/6483	Promote positive behaviour	3	44	6
87	F/601/4056	Support use of medication in social care settings	3	40	5
88	Y/616/6439	Support individuals at the end of life	3	50	6
89	R/601/8824	Prepare environments and resources for use during healthcare activities	2	20	3
90	L/616/7457	Prepare for and carry out extended feeding techniques	3	27	4

91	K/616/6221	Undertake tissue viability risk assessments	3	16	3
92	H/616/6220	Undertake physiological measurements	3	23	3
93	Y/616/6229	Obtain venous blood samples	3	24	3
94	Y/616/7459	Undertake urethral catheterisation processes	3	28	4
95	A/601/9174	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	35	5
96	K/601/9185	Support families in maintaining relationships in their wider social structures	3	33	4
97	F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
98	K/616/6493	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	41	8
99	J/601/9968	Help individuals address their substance use through an action plan	3	28	4
100	T/601/9738	Implement the positive behavioural support model	4	61	8
101	R/616/6455	Support positive risk taking for individuals	3	32	4
102	K/601/9963	Support individuals to maintain personal hygiene	2	17	2
103	A/601/7215	Support person-centred thinking and planning	3	41	5
104	D/601/7353	Promote active support	3	36	5
105	J/601/8657	Support individuals with a learning disability to access healthcare	3	25	3
106	K/601/7047	Support parents with disabilities	3	43	6
107	J/602/0053	Support individuals with self-directed support	3	35	5
108	K/601/6190	Work with other professionals and agencies to support individuals with physical disabilities	3	23	3
109	M/601/5817	Support families who are affected by acquired brain injury	3	30	3
110	K/601/3483	Promote effective communication with individuals with sensory loss	3	30	4
111	A/601/5190	Support individuals with multiple conditions and/or disabilities	3	31	4
112	J/601/3541	Support individuals in the use of assistive technology	4	32	4
113	H/601/3546	Support individuals to access education, training or employment	4	31	4
114	R/601/5180	Enable individuals to negotiate environments	3	34	5
115	R/502/7576	Coordination of Activity Provision in Social Care	3	35	5

116	R/616/6441	Support individuals during the last days of life	4	40	5
117	Y/503/8644	Managing symptoms in end of life care	3	22	3
118	T/616/6495	Support the spiritual wellbeing of individuals	3	26	3
119	L/616/7460	Promote nutrition and hydration in health and social care settings	3	40	5
120	Y/616/7462	Support individuals who are distressed	2	21	3
121	Y/602/2339	Facilitate the development of effective group practice in health and social care or children and young people's settings	5	42	6
122	A/503/2576	Promote nutrition and hydration in early years and childcare settings	3	32	4
123	K/616/7465	Support individuals to be part of a community	3	25	3
124	J/504/2205	Provide support to adults who have experienced harm or abuse	4	39	5
125	M/616/7466	Supporting infection prevention and control in social care	3	24	3
126	T/504/2202	Support individuals to stay safe from harm or abuse	3	27	4
127	T/504/2216	Assess the needs of carers and families	3	28	4
128	M/504/2196	Support individuals with autistic spectrum conditions	3	33	4
129	R/504/2224	Support people who are providing homes to individuals	4	40	6
130	A/601/8025	Provide support for journeys	2	17	2
131	Y/601/8579	Understand theories of relationships and social networks	4	29	3

### Leadership Units

As part of the optional units they select, learners may wish to take units in leadership.

### Knowledge Leadership: Optional Group B

Learners may achieve a **maximum of 5 credits** from this group

	Unit reference	Unit title	Level	GLH	Credit
132	A/615/4445	Leadership and Management in Adult Care	4	9	2
133	Y/615/4422	Team Leadership in Adult Care	4	9	2
134	T/615/4430	Professional Development in Adult Care	4	7	2
135	L/615/4434	Supervision and Performance Management in Adult Care	4	6	1
136	R/615/4435	Resource Management in Adult Care	4	7	2
137	D/615/4440	Manage Self for Leadership in Adult Care	4	9	2

### Competence Leadership: Optional Group C

Learners may achieve a **maximum of 8 credits** from this group

	Unit reference	Unit title	Level	GLH	Credit
138	A/616/7468	Develop professional supervision practice in health and social care settings	4	33	4
139	A/506/1821	Manage team performance	3	21	4
140	M/506/1962	Encourage learning and development	4	16	3
141	F/616/7469	Contribute to effective team working in health and social care settings	3	25	4
142	K/506/1992	Prepare for and support quality audits	4	17	3
143	T/616/7470	Manage induction in health and social care settings	3	21	4

### Barred combinations

This qualification contains the following barred combinations. Learners must achieve either one or the other, not both:

Unit Reference	Unit Title	Unit Reference	Unit Title
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia
J/601/6293	Understand positive risk taking for individuals with disabilities	R/616/6455	Support positive risk taking for individuals
D/616/6233	Administer medication to individuals and monitor the effects	F/601/4056	Support use of medication in social care settings
M/616/7449	Maintaining the Independent Advocacy relationship	K/616/7448	Providing Independent Advocacy support
		F/502/3149	Responding to the advocacy needs of different groups of people
K/616/7448	Providing Independent Advocacy support	F/502/3149	Responding to the advocacy needs of different groups of people
F/616/6483	Promote positive behaviour	T/601/9738	Implement the positive behavioural support model
F/601/4686	Equality, diversity and inclusion in dementia care practice	A/616/7437	Understand the diversity of individuals with dementia and the importance of inclusion

H/601/5703	Principles of supporting an individual to maintain personal hygiene	K/601/9963	Support individuals to maintain personal hygiene
M/601/7048	Principles of self-directed support	J/602/0053	Support individuals with self-directed support
R/616/6441	Support individuals during the last days of life	J/503/8137	Understand how to support individuals during the last days of life

## Appendix 2: All Units

### Unit 1: Promote communication in care settings

Unit number: A/616/6210

Credit: 3

GLH: 25

Level: 3

#### Unit Introduction

This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand why effective communication is important in the work setting</b>	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in the <b>work setting</b> 1.3 Explain ways to manage challenging situations
<b>2. Be able to meet the communication and language needs, wishes and preferences of individuals</b>	2.1 Demonstrate how to establish the communication and language needs, wishes and <b>preferences of individuals</b> in order to maximise the quality of the interaction 2.2 Describe the factors to consider when promoting effective communication 2.3 Demonstrate a range of <b>communication methods</b> and styles to meet individual needs 2.4 Demonstrate how to respond to an individual's reactions when communicating
<b>3. Be able to overcome barriers to communication</b>	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Demonstrate ways to overcome barriers to communication 3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours</p> <p>3.6 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively</p> <p>3.7 Explain the purposes and principles of independent advocacy</p> <p>3.8 Explain when to involve an advocate and how to access advocacy services</p>
<b>4. Be able to apply principles and practices relating to confidentiality</b>	<p>4.1 Explain the meaning of the term confidentiality</p> <p>4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication</p> <p>4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns</p>

### Additional unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

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

**Preferences** may be based on:

- beliefs
- values
- culture

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

**Communication methods** may include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - sign language

- braille
- pictorial information

- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

**Unit 2: Promote effective handling of information in care settings**

Unit number: J/616/6212

Credit: 2

GLH: 16

Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand requirements for handling information in care settings</b>	1.1 Identify legislation and codes of practice that relate to handling information in <b>care settings</b> 1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
<b>2. Be able to implement good practice in handling information</b>	2.1 Describe features of manual and electronic information storage systems that help ensure security 2.2 Demonstrate practices that ensure security when storing and accessing information 2.3 Maintain records that are up to date, complete, accurate and legible 2.4 Support audit processes in line with own role and responsibilities
<b>3. Be able to support others to handle information</b>	3.1 Support <b>others</b> to understand the need for secure handling of information 3.2 Support others to understand and contribute to records

**Additional unit guidance**

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

**Others** may include:

- Team members
- Colleagues
- Individuals accessing or commissioning care or support
- Families, carers or advocates

### Unit 3: Promote personal development in care settings

Unit number: M/616/6205

Credit: 3

GLH: 10

Level: 3

#### Unit Introduction

This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Explain why <b>continuing professional development</b> is important 5.4 Record progress in relation to personal development

### Additional unit guidance

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

**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

#### **Continuing Professional Development (CPD)**

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

**Unit 4: Promote person-centred approaches in care settings**

Unit number: K/616/6218

Credit: 6

GLH: 39

Level: 3

**Unit Introduction**

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

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Demonstrate ways to promote understanding and use of active participation
<b>5. Be able to support the individual's right to make choices</b>	5.1 Support an individual to make informed choices 5.2 Use own role and authority to support the individual's right to make choices 5.3 Manage risk in a way that maintains the individual's right to make choices 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
<b>6. Be able to promote individuals' well-being</b>	6.1 Explain the links between identity, self-image and self-esteem 6.2 Analyse factors that contribute to the <b>well-being</b> of individuals 6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem 6.4 Demonstrate ways to contribute to an environment that promotes well-being
<b>7. Understand the role of risk-assessment in enabling a person-centred approach</b>	7.1 Compare different uses of risk-assessment in care settings 7.2 Explain how risk-taking and risk-assessment relate to rights and responsibilities 7.3 Explain why risk-assessments need to be regularly revised

### Additional unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

**Person-centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect

- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

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

**Others** may include:

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

Preferences may be based on:

- beliefs
- values
- culture

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

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

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

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

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

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



### Unit 5: Promote equality and inclusion in care settings

Unit number: H/616/6217

Credit: 2

GLH: 8

Level: 3

#### Unit Introduction

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of diversity, equality and inclusion</b></p>	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul> <p>1.2 Describe the <b>effects</b> of discrimination</p> <p>1.3 Explain how inclusive practice promotes equality and supports diversity</p>
<p><b>2. Be able to work in an inclusive way</b></p>	<p>2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role</p> <p>2.2 Work with <b>individuals</b> in a way that respects their beliefs, culture, values and <b>preferences</b></p>
<p><b>3. Be able to promote diversity, equality and inclusion</b></p>	<p>3.1 Model inclusive practice</p> <p>3.2 Support <b>others</b> to promote equality and rights</p> <p>3.3 Describe how to challenge discrimination in a way that promotes change</p>

#### Additional unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

**Effects** may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Unit 6: Promote health, safety and wellbeing in care settings**

Unit number: A/616/6207

Credit: 6

GLH: 20

Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand own responsibilities, and the responsibilities of others, relating to health and safety</b></p>	<p>1.1 Identify legislation relating to health and safety in a <b>care setting</b></p> <p>1.2 Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer</p> <p>1.3 Analyse the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work setting</b></li> </ul> <p>1.4 Identify specific <b>tasks</b> in the work setting that should not be carried out without special training</p>
<p><b>2. Be able to carry out own responsibilities for health and safety</b></p>	<p>2.1 Use policies and procedures or other agreed ways of working that relate to health and safety</p> <p>2.2 Support others' understanding of health and safety and follow agreed safe practices</p> <p>2.3 Monitor potential health and safety risks</p> <p>2.4 Use risk assessment in relation to health and safety</p> <p>2.5 Minimise potential risks and hazards</p> <p>2.6 Access additional support or information relating to health and safety</p>
<p><b>3. Understand procedures for responding to accidents and sudden illness</b></p>	<p>3.1 Describe different types of accidents and sudden illness that may occur in own work setting</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Explain procedures to be followed if an accident or sudden illness should occur
<b>4. Be able to reduce the spread of infection</b>	4.1 Explain own role in supporting others to follow practices that reduce the spread of infection 4.2 Describe the causes and spread of infection 4.3 Demonstrate the <b>use of Personal Protective Equipment (PPE)</b> 4.4 Wash hands using the recommended method 4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
<b>5. Be able to move and handle equipment and other objects safely</b>	5.1 Explain the main points of legislation that relate to moving and handling 5.2 Explain the principles for safe moving and handling 5.3 Move and handle equipment and other objects safely
<b>6. Be able to handle hazardous substances and materials</b>	6.1 Describe types of hazardous substances that may be found in the work setting 6.2 Use safe practices when: <ul style="list-style-type: none"> <li>• Storing hazardous substances</li> <li>• Using hazardous substances</li> <li>• Disposing of hazardous substances and materials</li> </ul>
<b>7. Be able to promote fire safety in the work setting</b>	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul> 7.2 Demonstrate measures that prevent fires from starting 7.3 Explain emergency procedures to be followed in the event of a fire in the work setting 7.4 Ensure clear evacuation routes are maintained at all times
<b>8. Be able to implement security measures in the work setting</b>	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• Premises</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>• Information</li> </ul> <p>8.2 Use measures to protect own security and the security of others in the work setting</p> <p>8.3 Explain the importance of ensuring that others are aware of own whereabouts</p>
<b>9. Know how to manage stress</b>	<p>9.1 Describe common signs and indicators of <b>stress</b> in self and others</p> <p>9.2 Analyse factors that can trigger stress</p> <p>9.3 Compare strategies for managing stress in self and others</p> <p>9.4 Explain how to access <b>sources of support</b></p>

### Additional unit guidance

**Care settings** may include health, adult care or children and young people's settings

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

**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** may include one specific location or a range of locations, depending on the context of a particular work role.

**Tasks** that the learner should not carry out without special training may include those relating to:

- Use of equipment
- First aid
- Medication
- Health care procedures
- Food handling and preparation

#### **Use of Personal Protective Equipment (PPE)**

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

**Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

### Unit 7: Responsibilities of a care worker

Unit number: F/616/6211

Credit: 2

GLH: 16

Level: 2

#### Unit Introduction

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand working relationships in care settings</b>	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in <b>care settings</b>
<b>2. Be able to work in ways that are agreed with the employer</b>	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of <b>agreed ways of working</b> 2.3 Work in line with agreed ways of working 2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care
<b>3. Be able to work in partnership with others</b>	3.1 Explain why it is important to work in partnership with <b>others</b> 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

#### Additional unit guidance

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

**Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers

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

**Others** may include:

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



**Unit 8: Duty of care in care settings**

Unit number: D/616/6216

Credit: 1

GLH: 5

Level: 3

**Unit Introduction**

This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how duty of care contributes to safe practice</b>	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care relates to duty of candour 1.3 Explain how duty of care contributes to the safeguarding or protection of <b>individuals</b>
<b>2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care</b>	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
<b>3. Know how to respond to complaints</b>	3.1 Describe how to respond to complaints 3.2 Explain <b>policies and procedures</b> relating to the handling of complaints

**Additional unit guidance**

**Care settings** e.g. Adult, children and young people's health settings and adult care settings

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

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

**Unit 9: Promote safeguarding and protection in care settings**

Unit number: T/616/6206

Credit: 3

GLH: 26

Level: 2

**Unit Introduction**

This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand principles of safeguarding adults</b></p>	<p>1.1 Explain the term safeguarding</p> <p>1.2 Explain own role and responsibilities in safeguarding individuals</p> <p>1.3 Define the following terms:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• <b>Domestic abuse</b></li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul> <p>1.4 Describe harm</p> <p>1.5 Describe restrictive practices</p>
<p><b>2. Know how to recognise signs of abuse</b></p>	<p>2.1 Identify the signs and/or symptoms associated with each of the following types of abuse:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse
3. Know how to respond to suspected or alleged abuse	3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused 3.2 Explain the actions to take if an individual alleges that they are being abused 3.3 Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle blowing</b> 4.5 Identify when to seek support in situations beyond your experience and expertise
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety</li> </ul> 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>6. Know how to recognise and report unsafe practices</b></p>	<p>6.1 Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals</p> <p>6.2 Explain the actions to take if unsafe practices have been identified</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
<p><b>7. Understand principles for online safety</b></p>	<p>7.1 Describe the potential risks presented by:</p> <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul> <p>7.2 Explain ways of reducing the risks presented by each of these types of activity</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices</p>

### Additional unit guidance

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

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

**Factors** may include:

- a setting or situation
- the individual

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

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

- A colleague
- Someone in the individual’s personal network
- The learner
- The learner’s line manager
- Others

**Local systems** may include:

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

**Whistle blowing**

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

**Person centred values** include:

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

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

**Unsafe practices** may include

- poor working practices
- resource difficulties
- operational difficulties

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

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

**Unit 10: Purpose and Principles of Independent Advocacy**

Unit number: M/502/3146  
 Credit: 4  
 GLH: 25  
 Level: 3

**Unit Introduction**

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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand Independent Advocacy</b>	1.1 Define Independent Advocacy 1.2 Explain the limits to Advocacy and boundaries to the service 1.3 Identify the different steps within the Advocacy process 1.4 Distinguish when Independent Advocacy can and cannot help 1.5 Identify a range of services Independent Advocates commonly signpost to 1.6 Explain the difference between Advocacy provided by Independent Advocates and other people
<b>2. Explain principles and values underpinning Independent Advocacy</b>	2.1 Explain the key principles underpinning Independent Advocacy 2.2 Explain why the key principles are important
<b>3. Describe the development of Advocacy</b>	3.1 Explain the purpose of Independent Advocacy 3.2 Identify key milestones in the history of Advocacy 3.3 Explain the wider policy context of Advocacy
<b>4. Be able to explain different types of Advocacy support and their purpose</b>	4.1 Compare a range of Advocacy models 4.2 Explain the purpose of different Advocacy models 4.3 Identify the commonalities and differences in a range of Advocacy models

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>5. Understand the roles and responsibilities of an Independent Advocate</b>	5.1 Explain roles and responsibilities within Independent Advocacy 5.2 Describe the limits and boundaries of an Independent Advocate 5.3 Describe the skills, attitudes and personal attributes of a good Advocate 5.4 Identify when and who to seek advice from when faced with dilemmas
<b>6. Understand Advocacy standards</b>	6.1 Describe a range of standards which apply to Independent Advocacy 6.2 Explain how standards can impact on the Advocacy role and service

### Additional unit guidance

This unit is mapped to Skills for Health NOS Unit HSC 24 and HSC 240.

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

#### Simulation

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

#### Evidence

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

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

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

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors
- Witness testimonies
- Projects/Assignments/RPL
- Case studies

**Unit 11: Understand mental well-being and mental health promotion**

Unit number: F/616/6208  
 Credit: 3  
 GLH: 20  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span</p>	<p>1.1 Evaluate two different views on the nature of mental well-being and mental health</p> <p>1.2 Explain the range of factors that may influence mental well-being and mental health problems across the <b>life span</b>, including:</p> <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors</li> <li>• emotional factors</li> </ul> <p>1.3 Explain how <b>risk factors</b> and <b>protective factors</b> influence levels of resilience in <b>individuals</b> and groups in relation to mental well-being and mental health</p>
<p>2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups</p>	<p>2.1 Explain the steps that an individual may take to promote their mental well-being and mental health</p> <p>2.2 Explain how to support an individual in promoting their mental well-being and mental health</p> <p>2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health</p> <p>2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community</p> <p>2.5 Evaluate a local, national or international strategy to promote mental well-being</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	and mental health within a group or community

**Amplification / Indicative content**

**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

**Additional unit guidance**

NOS ref: MH14  
SFH identifier: SFH044

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

**Unit 12: Understand mental health problems**

Unit number: L/616/6213  
 Credit: 3  
 GLH: 16  
 Level: 3

**Unit Introduction**

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 distress. 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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the types of mental ill health</b></p>	<p>1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system:</p> <ul style="list-style-type: none"> <li>• mood disorders,</li> <li>• personality disorders,</li> <li>• anxiety disorders,</li> <li>• psychotic disorders,</li> <li>• substance-related disorders,</li> <li>• eating disorders,</li> <li>• cognitive disorders</li> </ul> <p>1.2 Explain the key strengths and limitations of the psychiatric classification system</p> <p>1.3 Explain alternative frameworks for understanding mental distress</p> <p>1.4 Explain indicators of mental ill health</p>
<p><b>2. Understand the impact of mental ill health on individuals and others in their social network</b></p>	<p>2.1 Explain how <b>individuals</b> experience discrimination</p> <p>2.2 Explain the <b>effects</b> mental ill health may have on an individual</p> <p>2.3 Explain the effects mental ill health may have on those in the individual’s familial, social or work network</p> <p>2.4 Explain how to intervene to promote an individual’s mental health and well-being</p>

**Amplification**

**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

**Additional unit guidance**

NOS ref: SCDHSC3111, MH14

SFH identifier: SFH079

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

**Unit 13: Understand the process and experience of dementia**

Unit number: J/601/3538  
 Credit: 3  
 GLH: 22  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the neurology of dementia</b>	1.1 Describe a range of causes of <b>dementia syndrome</b> 1.2 Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
<b>2. Understand the impact of recognition and diagnosis of dementia</b>	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family and friends</li> </ul>
<b>3. Understand how dementia care must be underpinned by a person centred approach</b>	3.1 Compare a person centred and a non-person centred approach to dementia care 3.2 Describe a range of different techniques that can be used to meet the fluctuating

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>abilities and needs of the individual with dementia</p> <p>3.3 Describe how myths and stereotypes related to dementia may affect the individual and their <b>carers</b></p> <p>3.4 Describe ways in which individuals and <b>carers</b> can be supported to overcome their fears</p>

### Amplification

**Dementia syndrome:** Dementia caused by a combination of conditions, sometimes called a mixed dementia

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

**Carers** e.g.

- Partner
- Family
- Friends
- Neighbours

### Additional unit guidance

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

**Unit 14: Understand the administration of medication to individuals with dementia using a person-centred approach**

Unit number: K/601/9199  
 Credit: 2  
 GLH: 15  
 Level: 3

**Unit Introduction**

This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the common medications available to, and appropriate for, individuals with dementia</b></p>	<p>1.1 Outline the most common medications used to treat symptoms of dementia</p> <p>1.2 Describe how commonly used medications affect individuals with dementia</p> <p>1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia</p> <p>1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication</p> <p>1.5 Describe how ‘as required’ (PRN) medication can be used to support individuals with dementia who may be in pain</p>
<p><b>2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication</b></p>	<p>2.1 Describe person-centred ways of <b>administering</b> medicines whilst adhering to administration instructions</p> <p>2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication</p>

**Amplification / Indicative content**

**Administering** e.g.

- Fitting with the routines of the individual
- Meeting the preferences of the individual (tablets/solutions)
- Enabling techniques
- Self-administration

**Additional unit guidance**

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

**Unit 15: Understand the role of communication and interactions with individuals who have dementia**

Unit number: L/601/3539  
 Credit: 3  
 GLH: 26  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand that individuals with dementia may communicate in different ways</b></p>	<p>1.1 Explain how individuals with dementia may communicate through their behaviour</p> <p>1.2 Give examples of how <b>carers</b> and <b>others</b> may misinterpret communication</p> <p>1.3 Explain the importance of effective communication to an individual with dementia</p> <p>1.4 Describe how different forms of dementia may affect the way an individual communicates</p>
<p><b>2. Understand the importance of positive interactions with individuals with dementia.</b></p>	<p>2.1 Give examples of positive interactions with individuals who have dementia</p> <p>2.2 Explain how positive interactions with individuals who have dementia can contribute to their <b>wellbeing</b></p> <p>2.3 Explain the importance of involving individuals with dementia in a range of activities</p> <p>2.4 Compare a <b>reality orientation</b> approach to interactions with a <b>validation approach</b></p>
<p><b>3. Understand the factors which can affect interactions and communication of individuals with dementia</b></p>	<p>3.1 List the physical and mental health needs that may need to be considered when communicating with an individual with dementia</p> <p>3.2 Describe how the sensory impairment of an individual with dementia may affect their communication skills</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Describe how the environment might affect an individual with dementia</p> <p>3.4 Describe how the behaviour of <b>carers</b> or <b>others</b> might affect an individual with dementia</p> <p>3.5 Explain how the <b>use of language</b> can hinder positive interactions and communications</p>

Amplification / Indicative content
<p><b>Others</b> e.g.</p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Dementia Care Advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul> <p><b>Carers</b> e.g.</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul> <p><b>Well being</b></p> <ul style="list-style-type: none"> <li>• Sense of Hope</li> <li>• Sense of Agency</li> <li>• Confidence</li> </ul>

- Self esteem
- Physical health

Evidenced in well-being 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
- 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 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.

#### **Use of language:**

Verbal- including English as a second language

Non-verbal- sign language, using communication systems

#### **Additional unit guidance**

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

This unit is mapped to Skills for Health NOS Units HSC 21, 31, 41, 24, 35, 45

**Unit 16: Understand the diversity of individuals with dementia and the importance of inclusion**

Unit number: A/616/7437  
 Credit: 3  
 GLH: 28  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the concept of diversity and its relevance to working with individuals who have dementia</b></p>	<p>1.1 Explain what is meant by the terms</p> <ul style="list-style-type: none"> <li>• diversity</li> <li>• anti-discriminatory practice</li> <li>• anti-oppressive practice</li> </ul> <p>1.2 Explain why it is important to recognise and respect an <b>individual's heritage</b></p> <p>1.3 Describe why an individual with dementia may be subjected to discrimination and oppression</p> <p>1.4 Describe how discrimination and oppressive practice can be challenged</p>
<p><b>2. Understand that each individual's experience of dementia is unique</b></p>	<p>2.1 Explain why it is important to identify an individual's specific and unique needs</p> <p>2.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person</p> <p>2.3 Describe how the experience of an individual's dementia may impact on <b>carers</b></p> <p>2.4 Describe how the experience of dementia may be different for individuals</p> <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• at the end of life</li> </ul>
<p><b>3. Understand the importance of working in a person centred way and how this links to inclusion</b></p>	<p>3.1 Explain how <b>current legislation and Government policy</b> supports person centred working</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Explain how person centred working can ensure that an individual's specific and unique needs are met</p> <p>3.3 Describe ways of helping an individual's <b>carers</b> or <b>others</b> understand the principles of person centred care</p> <p>3.4 Identify practical ways of helping the individual with dementia maintain their identity</p>

### Amplification / Indicative content

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

**Heritage** This refers to an individual's culture, history and personal experiences and is unique to them

**Others may be,**

- Care worker
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

**Legislation may include:**

- Mental Capacity Act 2005
- Mental Health Act
- The Care Act 2014
- Care Standards Act 2000

- Health and Social Care Act 2008
- Working to Safeguarding Vulnerable Groups Act 2006
- Protection of vulnerable adults 2004
- Human Rights Act 1998
- As well as Code of practice which individual work under e.g. NMC, HCPC

**Additional unit guidance**

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

**Unit 17: Introduction to personalisation in social care**

Unit number: J/616/7439  
 Credit: 3  
 GLH: 26  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the meaning of personalisation in social care	1.1 Define the term ‘personalisation’ as it applies in social care 1.2 Explain how personalisation can benefit <b>individuals</b> 1.3 Explain the relationship between rights, choice and personalisation 1.4 Identify <b>legislation</b> and other national policy documents that promote personalisation
2. Understand systems that support personalisation	2.1 List local and national systems that are designed to support personalisation 2.2 Describe the impact that personalisation has on the process of commissioning social care 2.3 Explain how direct payments and <b>individual</b> 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 <b>individuals</b> and those providing support 3.3 Give examples of how personalisation may affect the way an <b>individual</b> is supported from day to day
4. Understand how to implement personalisation	4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Identify potential barriers to personalisation  4.3 Describe ways to overcome barriers to personalisation in day to day work  4.4 Describe types of support that <b>individuals</b> or their families might need in order to maximise the benefits of a personalised service

### Amplification / Indicative content

**Legislation;** learners may cover

- Equality Act 2010
- Mental Capacity Act 2005
- Mental Health Act
- The Care Act 2014
- Care Standards Act 2008
- Health and Safety at Work Act 1974
- Protection of vulnerable Adults 2004
- The Care Plan 2015

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

### Additional unit guidance

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

### Unit 18: The principles of Infection Prevention and Control

Unit number: R/616/6214  
 Credit: 3  
 GLH: 30  
 Level: 2

#### Unit Introduction

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand own and others' roles and responsibilities in the prevention and control of infections</b>	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection  1.2 Explain employers' responsibilities in relation to the prevention and control of infection
<b>2. Understand legislation and policies relating to prevention and control of infections</b>	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection  2.2 Identify local and organisational policies relevant to the prevention and control of infection
<b>3. Understand systems and procedures relating to the prevention and control of infections</b>	3.1 Describe procedures and systems relevant to the prevention and control of infection  3.2 Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation
<b>4. Understand the importance of risk assessment in relation to the prevention and control of infections</b>	4.1 Define the term risk  4.2 Outline potential risks of infection within the workplace  4.3 Describe the process of carrying out a risk assessment  4.4 Explain the importance of carrying out a risk assessment



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections</b></p>	<p>5.1 Demonstrate correct use of PPE</p> <p>5.2 Identify different types of PPE</p> <p>5.3 Explain the reasons for use of PPE</p> <p>5.4 State current relevant regulations and legislation relating to PPE</p> <p>5.5 Describe employees' responsibilities regarding the use of PPE</p> <p>5.6 Describe employers' responsibilities regarding the use of PPE</p> <p>5.7 Describe the correct practice in the application and removal of PPE</p> <p>5.8 Describe the correct procedure for disposal of used PPE</p>
<p><b>6. Understand the importance of good personal hygiene in the prevention and control of infections</b></p>	<p>6.1 Describe the key principles of good personal hygiene</p> <p>6.2 Demonstrate good hand washing technique</p> <p>6.3 Identify the correct sequence for hand washing</p> <p>6.4 Explain when and why hand washing should be carried out</p> <p>6.5 Describe the types of products that should be used for hand washing</p> <p>6.6 Describe correct procedures that relate to skincare</p>

#### Amplification / Indicative content

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

#### Additional unit guidance

This unit must be assessed in line with Skills for Care and Development's Assessment Principles.  
 NOS ref: IPC01.2012  
 SFH identifier: SFH100

**Unit 19: Causes and Spread of Infection**

Unit number: J/616/6209  
 Credit: 2  
 GLH: 20  
 Level: 2

**Unit Introduction**

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the causes of infection</b></p>	<p>1.1 Identify the differences between bacteria, viruses, fungi and parasites</p> <p>1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites</p> <p>1.3 Describe what is meant by infection and colonisation</p> <p>1.4 Explain what is meant by systemic infection and localised infection</p> <p>1.5 Identify <b>poor practices</b> that may lead to the spread of infection</p> <p>1.6 Identify how an understanding of poor practices, can be applied to own professional practice</p>
<p><b>2. Understand the transmission of infection</b></p>	<p>2.1 Explain the conditions needed for the growth of micro-organisms</p> <p>2.2 Explain the ways an infective agent might enter the body</p> <p>2.3 Identify common sources of infection</p> <p>2.4 Explain how infective agents can be transmitted to a person</p> <p>2.5 Identify the key factors that will make it more likely that infection will occur</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Discuss the role of a national public health body in communicable disease outbreaks

**Amplification / Indicative content**

**Poor practices:** soiled linen and clinical waste should be covered for 1.5 and 1.6

**Additional unit guidance**

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

NOS ref: IPC2.2012  
SFH identifier: SFH052

**Unit 20: Cleaning, Decontamination and Waste Management**

Unit number: Y/616/6215

Credit: 2

GLH: 20

Level: 2

**Unit Introduction**

This unit aims to explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to maintain a clean environment</b></p>	<p>1.1 State the general principles for environmental cleaning</p> <p>1.2 Explain the purpose of cleaning schedules</p> <p>1.3 Describe how the correct management of the environment minimises the spread of infection</p> <p>1.4 Explain the reason for the national policy for colour coding of cleaning equipment</p>
<p><b>2. Understand the principles and steps of the decontamination process</b></p>	<p>2.1 Describe the three steps of the decontamination process</p> <p>2.2 Describe how and when cleaning agents are used</p> <p>2.3 Describe how and when disinfecting agents are used</p> <p>2.4 Explain the role of personal protective equipment (PPE) during the decontamination process</p> <p>2.5 Explain the concept of risk in dealing with specific types of contamination</p> <p>2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate</p> <p>2.7 Describe how equipment should be cleaned and stored</p>
<p><b>3. Understand the importance of good waste management practice</b></p>	<p>3.1 Identify the different categories of waste and the associated risks</p> <p>3.2 Explain how to dispose of the different types of waste safely and without risk to others</p> <p>3.3 Explain how waste should be stored prior to collection</p> <p>3.4 Identify the legal responsibilities in relation to waste management</p> <p>3.5 State how to reduce the risk of sharps injury</p>

**Additional unit guidance**

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

NOS Ref: IPC3.2012

SFH identifier: SFH136

**Unit 21: Understand the context of supporting individuals with learning disabilities**

Unit number: D/616/6443  
 Credit: 4  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities</b></p>	<p>1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities</p> <p>1.2 Explain how legislation and policies influence the day to day experiences of <b>individuals</b> with learning disabilities and their families</p>
<p><b>2. Understand the nature, causes and characteristics of learning disability</b></p>	<p>2.1 Explain what is meant by 'learning disability'</p> <p>2.2 Describe causes of learning disabilities</p> <p>2.3 Describe the medical and social models of disability</p> <p>2.4 Evaluate the potential impact on the family of an individual with a learning disability</p>
<p><b>3. Understand the historical context of learning disability</b></p>	<p>3.1 Explain types of services provided for individuals with learning disabilities over time</p> <p>3.2 Evaluate how past ways of working may affect present services</p> <p>3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to:</p> <ul style="list-style-type: none"> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</b></p>	<p>4.1 Explain the meaning of the term ‘social inclusion’</p> <p>4.2 Explain the meaning of the term ‘advocacy’</p> <p>4.3 Describe different types of advocacy</p> <p>4.4 Analyse strategies to promote empowerment and <b>active participation</b></p>
<p><b>5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</b></p>	<p>5.1 Explain impacts of views and attitudes of others on individuals with a learning disability.</p> <p>5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers</p> <p>5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p><b>6. Understand how to promote communication with individuals with learning disabilities</b></p>	<p>6.1 Explain how to meet the communication needs of individuals with learning disabilities</p> <p>6.2 Explain why it is important to use language that is both ‘age appropriate’ and ‘ability appropriate’ when communicating with individuals with learning disabilities</p> <p>6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings</p>

#### Amplification / Indicative content

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

**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.

#### Additional unit guidance

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

**Unit 22: Principles of supporting an individual to maintain personal hygiene**

Unit number: H/601/5703

Credit: 1

GLH: 10

Level: 2

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the importance of good personal hygiene</b>	1.1 Explain why personal hygiene is important 1.2 Describe the effects of poor personal hygiene on health and well-being
<b>2. Know how to encourage an individual to maintain personal hygiene</b>	2.1 Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values 2.2 Describe how to make an individual aware of the effects of poor hygiene on others 2.3 Describe how to support an individual to develop and improve personal hygiene routines
<b>3. Know how to support an individual to maintain personal hygiene</b>	3.1 Identify <b>factors</b> that contribute to good personal hygiene 3.2 Explain how to support the <b>preferences and needs</b> of the individual while maintaining their independence 3.3 Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene 3.4 Describe <b>risks</b> to own health in supporting personal hygiene routines 3.5 Describe how to reduce risks to own health 3.6 Identify <b>others</b> that may be involved in supporting an individual to maintain personal hygiene



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>4. Understand when poor hygiene may be an indicator of other underlying personal issues</b>	4.1 Identify underlying personal issues that may be a cause of poor personal hygiene  4.2 Describe how underlying personal issues might be addressed

### Amplification / Indicative content

**Individual** is someone requiring care or support

**Factors** include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc

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

**Maintain Dignity** – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise etc

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

**Others** may include

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

**Underlying personal issues** – may include: financial issues, abuse, health issues etc.

### Additional unit guidance

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

This unit is links to Skills for Health NOS Units HSC 27, 29, 218, 219, 220

**Unit 23: Understand positive risk taking for individuals with disabilities**

Unit number: J/601/6293  
 Credit: 3  
 GLH: 25  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand that individuals with disabilities have the same right as everyone else to take risks</b></p>	<p>1.1 Explain ways in which risk is an integral part of everyday life</p> <p>1.2 Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks</p> <p>1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion</p>
<p><b>2. Understand the importance of a positive, person-centred approach to risk assessment</b></p>	<p>2.1 Explain the process of developing a positive person-centred approach to risk assessment</p> <p>2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment</p> <p>2.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach</p> <p>2.4 Identify the consequences for the individual of a service focused approach to risk-assessment</p>
<p><b>3. Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks</b></p>	<p>3.1 Explain how <b>legislation, national and local policies</b> and guidance provide a framework for decision making which can support an individual to have control over their own lives</p>
<p><b>4. Understand the importance of considering with an individual with</b></p>	<p>4.1 Analyse why individuals with disabilities may be at risk of different forms of <b>abuse</b>,</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>disabilities the risks associated with the choices they make</p>	<p>exploitation and harm in different areas of their lives</p> <p>4.2 Explain how to support individuals to recognise and manage potential risk in <b>different areas of their lives</b></p> <p>4.3 Explain the importance of balancing the choices of the individual with their own and <b>others'</b> health and safety</p> <p>4.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks</p> <p>4.5 Explain the importance of recording all discussions and decisions made</p>
<p>5. Understand the importance of a partnership approach to risk taking</p>	<p>5.1 Explain the importance of a person-centred partnership approach</p> <p>5.2 Describe ways of handling conflict when discussing and making decisions about risk</p>

### Amplification

**Individual** is someone requiring care or support

**Abuse** may include the following types:

- Physical abuse
- Sexual abuse
- Emotional/psychological abuse
- Financial abuse
- Institutional abuse
- Self neglect
- Neglect by others

**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
- Colleagues
- Families or carers
- Friends
- Other professionals

- Members of the public
- Advocates

**Legislation:** learner may cover

Mental capacity Act 2005

Protection of vulnerable adults 2004

Working to safeguarding vulnerable groups 2008

Health and social care Act 2012

NICE guidelines

NMC Code of practice

HCPC code of practice

NHS constitution for England 2013

### Additional unit guidance

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

This unit is mapped to Skills for Health NOS Units HSC3117

**Unit 24: Principles of supporting individuals with a learning disability regarding sexuality and sexual health**

Unit number: A/601/6274  
 Credit: 3  
 GLH: 21  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. <b>Understand the development of human sexuality</b></p>	<p>1.1 Define the terms:</p> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• sexual health</li> <li>• sexual orientation</li> <li>• sexual expression</li> </ul> <p>1.2 Explain main sexual development milestones throughout an individual's lifespan</p>
<p>2. <b>Understand how the sexual development of individuals' with a learning disability can differ</b></p>	<p>2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability</p> <p>2.2 Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development</p> <p>2.3 Explain how <b>mental capacity</b> can influence sexual development, sexual experiences, sexual expression and sexual health</p>
<p>3. <b>Understand the issues of sexual health and how these can be supported</b></p>	<p>3.1 Explain the <b>key features of sexual health</b> and well-being and how this relates to an individual's overall health and well-being</p> <p>3.2 Identify sexual health issues that differently affect men and women</p> <p>3.3 Explain how sexual health issues can be supported within <b>plans for healthcare</b></p> <p>3.4 Identify local services that exist to support sexual health for individuals</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1 Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice
5. Know how to support the sexual expression of an individual with a learning disability	5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities 5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality 5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported 5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

### Amplification

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

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

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

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

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

### Additional unit guidance

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

This unit is mapped to Skills for Health NOS Units HSC 311, 331, 332, 356

**Unit 25: Understand how to support individuals with autistic spectrum conditions**

Unit number: A/616/7440  
 Credit: 4  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the main characteristics of autistic spectrum conditions</b></p>	<p>1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests</p> <p>1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the “triad of impairments”</p> <p>1.3 Explain the meanings of the term ‘spectrum’ in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum</p> <p>1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition</p> <p>1.5 Describe other conditions that may be associated with the autistic spectrum</p> <p>1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum</p>
<p><b>2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them</b></p>	<p>2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them</p> <p>2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families</p> <p>2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition</p>
<p><b>3. Understand different theories and concepts about autism</b></p>	<p>3.1 Explain theories about autism related to</p> <ul style="list-style-type: none"> <li>• brain function and genetics</li> <li>• psychology</li> </ul> <p>3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum</p> <p>3.3 Describe the strengths and limitations of different types of terminology</p> <p>3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition</p> <p>3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis</p> <p>3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum</p>
<p><b>4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions</b></p>	<p>4.1 Identify what legislation and national and local policy and guidance exists</p> <p>4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to</p> <p>4.3 Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	spectrum may differ according to their particular needs
<p><b>5. Understand how to achieve effective communication with individuals with an autistic spectrum condition</b></p>	<p>5.1 Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences</p> <p>5.2 Describe methods and systems used to develop and support an individual’s communication</p> <p>5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style</p>
<p><b>6. Understand how to support individuals with an autistic spectrum condition</b></p>	<p>6.1 Explain why it is important to establish a person-centred plan catering to an individual’s <b>specific preferences and needs</b></p> <p>6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support</p> <p>6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills</p> <p>6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment</p> <p>6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from <b>harm</b></p> <p>6.6 Explain how needs change for individuals and their families at different stages of their lives</p> <p>6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition</p>

### Amplification

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

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

**Specific preferences and needs** – includes:

routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc

**Harm** may include: being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing something harmful; abuse; extreme anxiety etc.

### Additional unit guidance

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

**Unit 26: Principles of self-directed support**

Unit number: M/601/7048  
 Credit: 3  
 GLH: 26  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand self-directed support</b></p>	<p>1.1 Explain the principles underpinning self-directed support and how this differs from traditional support</p> <p>1.2 Explain the benefits of an <b>individual</b> having self-directed support</p> <p>1.3 Explain how <b>legislation, policy or guidance</b> underpin self-directed support</p> <p>1.4 Explain what the following terms mean:</p> <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self-assessment</li> <li>• support plan</li> <li>• outcome focused review</li> </ul> <p>1.5 Outline the possible barriers to self-directed support</p>
<p><b>2. Understand how to support an individual to direct their own support and develop their support plan</b></p>	<p>2.1 Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported</p> <p>2.2 Explain how individuals can direct their own support if they do not have a personal budget</p> <p>2.3 Explain how person-centred planning can be used to inform a support plan</p> <p>2.4 Explain the roles of <b>others</b> who can assist individuals in developing their support plan</p> <p>2.5 Describe different ways that individuals can develop a support plan</p> <p>2.6 Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Describe what might be included in the costings for a support plan
3. Understand the different ways that people can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support 3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services 3.3 Explain what restrictions may be imposed on personal budgets 3.4 Describe the criteria that are used to sign off a support plan 3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4. Understand the outcome focused review process	4.1 Explain the process of an outcome focused review 4.2 Explain how to enable someone to prepare for their outcome focused review

### Amplification

**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

### **Additional unit guidance**

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

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

This unit is mapped to Skills for Health NOS Units HSC 35

**Unit 27: Understand Physical Disability**

Unit number: J/601/6150  
 Credit: 3  
 GLH: 22  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of differentiating between the individual and the disability</b></p>	<p>1.1 Explain the importance of recognising the centrality of the <b>individual</b> rather than the disability</p> <p>1.2 Explain the importance of an assessment being person centred</p> <p>1.3 Compare the difference in outcomes that may occur between focusing on an individual’s strengths and aspirations rather than their needs only</p>
<p><b>2. Understand the concept of physical disability</b></p>	<p>2.1 Define the term physical disability</p> <p>2.2 Describe the following terminology used in relation to physical disability:</p> <ul style="list-style-type: none"> <li>• <b>congenital</b></li> <li>• <b>acquired</b></li> <li>• <b>neurological</b></li> </ul> <p>2.3 Compare a congenital disability with a neurological disability, including causes</p> <p>2.4 Explain the emotional impact of a <b>progressive</b> disability on the individual</p> <p>2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have</p>
<p><b>3. Understand the impact of living with a physical disability within society</b></p>	<p>3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability</p> <p>3.2 Analyse the socio-economic effects of physical disability on an individual</p> <p>3.3 Explain the changes that have occurred in society as a result of Disability legislation</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Analyse the extent of improvements for the individual as a result of Disability legislation 3.5 Explain the effects of physical disability on an individual's <b>life choices</b> 3.6 Explain how attitudes either promote a positive or negative perception of disability
<b>4. Understand the importance of promoting inclusion and independence</b>	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities 4.2 Analyse ways that inclusion and independence can be promoted 4.3 Explain the importance of the individual having control of choices and decisions 4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities 4.5 Explain how to encourage the individual to take positive risks while maintaining safety 4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

### Amplification

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

**Congenital** can include

- Cerebral palsy
- Cystic fibrosis
- Spina bifida
- Congenital heart conditions
- Muscular dystrophy
- Congenital hip disorder

**Acquired** disabilities can include

- Arthritis
- Rheumatism
- Cardiac conditions

- Pulmonary conditions from work conditions or smoking e.g. emphysema, pulmonary fibrosis

**Neurological** conditions can include

- Multiple sclerosis
- Parkinson's Disease
- Stroke

**Progressive** can also include neurological and some congenital conditions

- Motor Neurone Disease

**Life Choices**

- Physical health
- Education
- Housing
- Employment
- Access to cultural/leisure activities
- Mobility
- Sexuality

#### **Additional unit guidance**

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



**Unit 28: Understand the impact of Acquired Brain Injury on individuals**

Unit number: J/616/7442

Credit: 3

GLH: 28

Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand Acquired Brain Injury</b></p>	<p>1.1 Define Acquired Brain Injury</p> <p>1.2 Describe possible causes of Acquired Brain Injury</p> <p>1.3 Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury</p> <p>1.4 Describe brain injuries that are</p> <ul style="list-style-type: none"> <li>• mild</li> <li>• moderate</li> <li>• severe</li> </ul>
<p><b>2. Understand the impact on individuals of Acquired Brain Injury</b></p>	<p>2.1 Discuss initial effects of Acquired Brain Injury on the individual</p> <p>2.2 Explain the long term effects of Acquired Brain Injury to include</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural effects</li> <li>• Social</li> </ul> <p>2.3 Explain the <b>concepts of loss</b> in relation to Acquired Brain Injury for individuals and carers</p>
<p><b>3. Understand the specialist communication needs of an individual with Acquired Brain Injury</b></p>	<p>3.1 Define dysphasia and dysarthria</p> <p>3.2 Explain the effects of dysphasia and dysarthria on communication</p> <p>3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Evaluate different intervention strategies and assistive tools that support communication
<b>4. Understand the impact that personality changes can have on an individual and those providing support</b>	4.1 Explain the impact of personality changes on the individual 4.2 Explain the impact of personality changes on those caring for the individual 4.3 Explain how lack of <b>self awareness</b> /insight may affect the individual 4.4 Explain the skills needed to support the individual and family/ <b>carers</b> to come to terms with personality changes
<b>5. Understand the impact of challenging behaviour</b>	5.1 Explain behaviours which are considered challenging 5.2 Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour 5.3 Explain <b>measures</b> that should be taken to manage the risk from challenging behaviour 5.4 Explain the process for reporting and referring challenging behaviour

### Amplification

**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.

**Concepts of loss** – consider stages of grief as outlined by Elizabeth Kubler Ross and Warden

#### 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

#### Carers

- Spouse/partner
- Child

- Parent
- Sibling
- Friend

**Challenging behaviour**

- Physical attack
- Threatening language
- Sexual disinhibition

**Measures** – actions required to manage risk e.g.

- Policies
- Supervision
- Support from colleagues
- Make a risk assessment
- Risk management plan

**Additional unit guidance**

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

**Unit 29: Understand Sensory Loss**

Unit number: L/616/7443

Credit: 3

GLH: 21

Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the factors that impact on an individual with sensory loss</b>	1.1 Analyse how a range of factors can impact on individuals with sensory loss 1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss 1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision
<b>2. Understand the importance of effective communication for individuals with sensory loss</b>	2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• People who are deaf blind</li> </ul> 2.2 Describe how the environment facilitates effective communication for people with sensory loss 2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss
<b>3. Understand the main causes and conditions of sensory loss</b>	3.1 Identify the main causes of sensory loss 3.2 Define congenital sensory loss and acquired sensory loss 3.3 Identify the demographic factors that influence the incidence of sensory loss in the population
<b>4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken</b>	4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• People who are deaf blind</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status  4.3 Identify sources of support for those who may be experiencing onset of sensory loss

Amplification
<p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• People who are deaf blind</li> </ul> <p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Information</li> <li>• Familiar layouts and routines</li> <li>• Mobility</li> </ul>

Additional unit guidance
<p>This unit must be assessed in line with Skills for Care and Development’s Assessment Principles.</p> <p>This unit is mapped to Skills for Health NOS Units Sensory Services 1,2,3,4,5,6,7,8,9,11</p>

**Unit 30: Understand Models of Disability**

Unit number: R/616/7444  
 Credit: 3  
 GLH: 10  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the difference between models of disability</b>	1.1 Outline the history and development of the medical, social and psycho-social models of disability  1.2 Compare and contrast the medical, social and psycho-social models of disability
<b>2. Understand how the adoption of models of disability can shape an individual's identity and experience</b>	2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience
<b>3. Understand how the adoption of models of disability can shape service delivery</b>	3.1 Analyse how the medical, social and psycho-social models of disability can shape service delivery  3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals

**Additional unit guidance**

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

This unit is mapped to Skills for Health NOS Units Sensory Services 1,2,3,10,11

**Unit 31: Understand the Effects of Ageing in Activity Provision**

Unit number: T/502/7599

Credit: 2

GLH: 17

Level: 3

**Unit Introduction**

The purpose of this unit is to provide the learner with introductory knowledge to be able to support age related activity.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the effects of human ageing</b></p>	<p>1.1 Describe the <b>physiological disorders</b> associated with ageing</p> <p>1.2 Describe the <b>psychological effects</b> of ageing</p> <p>1.3 Describe <b>mental health disorders</b> associated with ageing</p> <p>1.4 Describe the influence of culture on perceptions of ageing</p>
<p><b>2. Understand the impact of age-related changes and activity</b></p>	<p>2.1 Explain how the age-related changes can impact on an individual's engagement in activity</p> <p>2.2 Explain how engagement in activity can affect wellbeing in relation to ageing</p> <p>2.3 Explain ways in which an activity provider can address the challenges associated with age-related changes to engagement in activity</p>

**Amplification**

**Physiological disorder;** learner should refer to;

Any disorder that the is cause through the process of ageing e.g. diabetes, osteoporosis, etc

**Psychological effects:** learners may refer to

Emotions, feeling, mental health, behaviour, depression, motivation etc

**Mental health disorders;** learners should refer to

Any condition which impairs an individual mental health through the ageing process

**Engagement;** learners could relate to

Activity theory, disengagement theory,

**Additional unit guidance**

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



**Unit 32: Diabetes Awareness**

Unit number: Y/616/7445

Credit: 6

GLH: 46

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand diabetes and the associated implications</b></p>	<p>1.1 Define diabetes</p> <p>1.2 Identify prevalence rates for different types of diabetes</p> <p>1.3 Describe possible key long-term complications to health as a result of having diabetes</p> <p>1.4 Explain what is meant by the term hyperglycaemia</p> <p>1.5 Explain what is meant by the term hypoglycaemia</p> <p>1.6 Explain the procedure of referring an individual with diabetes to others</p>
<p><b>2. Know the most common types of diabetes and their causes</b></p>	<p>2.1 Describe key features of Type 1 diabetes</p> <p>2.2 Describe key features of Type 2 diabetes</p> <p>2.3 List the most common possible causes of diabetes:</p> <ul style="list-style-type: none"> <li>• Type 1</li> <li>• Type 2</li> </ul> <p>2.4 Describe the likely signs and symptoms of each type of diabetes</p> <p>2.5 Outline contributing risk factors that may lead to the development of Type 2 diabetes</p>
<p><b>3. Understand how to implement a person-centred approach when supporting individuals with diabetes</b></p>	<p>3.1 Define person-centred support for an individual with diabetes</p> <p>3.2 Explain the importance of using individualised care plans to support individuals with diabetes</p> <p>3.3 Explain the care pathway for the individual with newly diagnosed Type 2 diabetes</p> <p>3.4 Explain what self-care skills are needed for both types of diabetes</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Explain the importance of supporting individuals to make informed decisions
<b>4. Understand the nutritional needs of individuals with diabetes</b>	4.1 Explain the principles of a balanced diet 4.2 Analyse how different carbohydrates affect blood glucose level 4.3 Explain the role of the nutritional plan in the management of diabetes and how to report any related problems
<b>5. Understand factors relating to an individual's experience of diabetes</b>	5.1 Describe how different individuals may experience living with diabetes 5.2 Evaluate the impact that the attitudes and behaviours of others may have on an individual with diabetes 5.3 Assess how an individual can manage their diabetes through different aspects of their lifestyle
<b>6. Understand the importance of monitoring diabetes</b>	6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes 6.2 State the normal parameters for blood pressure 6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes 6.4 State the normal blood glucose range 6.5 Explain the purpose of accurate urine monitoring for individuals with diabetes 6.6 Describe the annual review checks needed to screen for long term complications
<b>7. Understand the links between diabetes and other conditions</b>	7.1 Explain the links between diabetes and: <ul style="list-style-type: none"> <li>• Dementia</li> <li>• Depression</li> <li>• Pregnancy</li> </ul>

#### Additional unit guidance

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

**Unit 33: Understanding and Enabling Assisting and Moving Individuals**

Unit number: D/616/7446  
 Credit: 4  
 GLH: 35  
 Level: 2

**Unit Introduction**

The purpose of this unit is to provide the learner with introductory knowledge to be able to prepare and support the assisting and moving of an individual.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the key concepts of manual handling in relation to assisting and moving individuals</b></p>	<p>1.1 Define the term manual handling.</p> <p>1.2 Describe the following terms in relation to moving and assisting individuals:</p> <ul style="list-style-type: none"> <li>• risk,</li> <li>• hazards,</li> <li>• risk assessment,</li> <li>• care plan,</li> <li>• ergonomic approach.</li> </ul> <p>1.3 Describe how current legislation relates to assisting and moving individuals.</p> <p>1.4 Identify agreed ways of working that relate to assisting and moving individuals</p>
<p><b>2. Understand the impact of assisting and moving for workers and individuals</b></p>	<p>2.1 Describe the basic anatomy of the human body affected by assisting and moving.</p> <p>2.2 Describe a range of aids and equipment that is available for assisting and moving individuals.</p> <p>2.3 Describe the potential injuries to the worker which may arise by failing to follow approved assisting and moving techniques.</p> <p>2.4 Describe the potential injuries to the individual which may arise by failing to follow approved assisting and moving techniques.</p> <p>2.5 Describe the potential legal consequences of injuries to the individual</p>
<p><b>3. Understand the role of workers and others in relation to assisting and moving</b></p>	<p>3.1 Describe responsibilities of worker's own role in relation to assisting and moving individuals.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Identify limitations of worker's own role in relation to assisting and moving individuals.</p> <p>3.3 Describe the role of others in relation to assisting and moving.</p> <p>3.4 Describe when advice and/or assistance should be sought to assist or move an individual safely.</p>
<p><b>4. Be able to prepare an environment before assisting and moving an individual</b></p>	<p>4.1 Describe why necessary preparatory checks are completed including:</p> <ul style="list-style-type: none"> <li>• the individual's care plan,</li> <li>• moving and handling risk assessment,</li> <li>• legal requirements for the safety of equipment.</li> </ul> <p>4.2 Demonstrate that standard precautions for infection prevention and control are applied to:</p> <ul style="list-style-type: none"> <li>• the worker,</li> <li>• the individual,</li> <li>• equipment.</li> </ul> <p>4.3 Identify any immediate risks to the individual and how these should be assessed both formally (documented) and informally (on the spot).</p> <p>4.4 Describe the use of written risk assessment tools in relation to identified risks.</p> <p>4.5 Describe the steps that should be taken to ensure the environment supports an individual's dignity during assisting and moving activities.</p> <p>4.6 Describe the additional risk factors that need to be considered when working with one or more colleagues to provide mobility assistance.</p> <p>4.7 Demonstrate how to prepare the immediate environment, ensuring:</p> <ul style="list-style-type: none"> <li>• adequate space for the move in agreement with all concerned,</li> <li>• that potential hazards are removed,</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Be able to support the individual to prepare before assisting and moving</b></p>	<ul style="list-style-type: none"> <li>• that any equipment has been checked as safe to use</li> </ul> <p>5.1 Communicate to ensure that, where applicable, the individual:</p> <ul style="list-style-type: none"> <li>• can provide valid consent where appropriate,</li> <li>• can participate in the procedure,</li> <li>• can communicate how much they wish to do for themselves,</li> <li>• can agree the level of support required,</li> <li>• understands why and how an action/activity is being undertaken.</li> </ul> <p>5.2 Describe what actions should be taken when the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment.</p> <p>5.3 Describe where to seek advice and assistance if the individual's wishes conflict with their care plan</p>
<p><b>6. Be able to assist and move an individual in accordance with the individual's risk assessment and care plan</b></p>	<p>6.1 Demonstrate that the care plan is followed in a way that is satisfactory to the individual.</p> <p>6.2 Communicate with the individual throughout, in order to provide support and reassurance.</p> <p>6.3 Communicate with the individual to ensure that assisting and moving techniques are not causing any undue pain or discomfort.</p> <p>6.4 Demonstrate the appropriate use of equipment in order to maintain the individual in the appropriate position.</p> <p>6.5 Observe the individual throughout the activity so that movement can be stopped if there is an adverse reaction.</p> <p>6.6 Communicate with any co-workers throughout the manoeuvre where appropriate.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.7 Identify when to seek advice or assistance in order to prevent harm or danger to the individual or self
<p><b>7. Be able to report and record changes that may affect the individual’s care and support plan for assisting and moving</b></p>	<p>7.1 Describe what changes may occur in relation to:</p> <ul style="list-style-type: none"> <li>• the individual,</li> <li>• environment,</li> <li>• equipment.</li> </ul> <p>and how this may impact on the care and support plan of an individual</p> <p>7.2 Describe how changes should be reported and recorded</p>

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 34: Stroke awareness**

Unit number: F/503/7150

Credit: 3

GLH: 28

Level: 2

**Unit Introduction**

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 stroke.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1 Know what a stroke is</b>	1.1 Identify the changes in the brain associated with stroke 1.2 Outline other conditions that may be mistaken for stroke 1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA)
<b>2 Know how to recognise stroke</b>	2.1 List the signs and symptoms of stroke 2.2 Identify the key stages of stroke 2.3 Identify the <b>assessment tests</b> that are available to enable listing of the signs and symptoms 2.4 Describe the potential changes that an individual may experience as a result of stroke
<b>3 Understand the management of risk factors for stroke</b>	3.1 State the prevalence of stroke in the UK 3.2 Identify the <b>common risk factors</b> for stroke 3.3 Describe how risk factors may vary in different settings 3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
<b>4 Understand the importance of emergency response and treatment for stroke</b>	4.1 Describe why stroke is a medical emergency 4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working 4.3 Identify the impact on the individual of the key stages of stroke

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Identify the correct early positioning for airway management 4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident
<b>5 Understand the management of stroke</b>	5.1 Describe why effective stroke care is important to the management of stroke 5.2 Identify support available to <b>individuals and others</b> affected by stroke 5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance

### Amplification

#### Assessments tests

refers to FAST - Face, Arms Speech Test

#### Common risk factors

including

- genetic
- lifestyle
- ethnicity
- age
- other medical conditions

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

**Others** may include:

- family members
- friends
- advocates
- other professionals
- carers

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

### Additional unit guidance

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





**Unit 35: Understand how to provide support when working in end of life care**

Unit number: H/616/7447

Credit: 4

GLH: 35

Level: 3

**Unit Introduction**

The purpose of this unit is to provide the learner with introductory knowledge to support end of life care, looking at the current approaches, communication factors, supporting others and advanced care planning of individuals.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand current approaches to end of life care</b></p>	<p>1.1 Analyse the impact of national and local drivers on current approaches to end of life care</p> <p>1.2 Evaluate how a range of tools for end of life care can support the individual and others</p> <p>1.3 Analyse the stages of the local end of life care pathway</p>
<p><b>2. Understand an individual's response to their anticipated death</b></p>	<p>2.1 Evaluate models of loss and grief</p> <p>2.2 Describe how to support the individual throughout each stage of grief</p> <p>2.3 Explain the need to explore with each individual their own specific areas of concern as they face death</p> <p>2.4 Describe how an individual's awareness of spirituality may change as they approach end of life</p>
<p><b>3. Understand factors regarding communication for those involved in end of life care</b></p>	<p>3.1 Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication</p> <p>3.2 Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately</p> <p>3.3 Give examples of internal and external coping strategies for individuals and others when facing death and dying</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Explain the importance of ensuring effective channels of communication are in place with others
<b>4. Understand how to support those involved in end of life care situations</b>	4.1 Describe possible emotional effects on staff working in end of life care situations 4.2 Evaluate possible sources of support for staff in end of life situations 4.3 Identify areas in group care situations where others may need support in end of life care situations 4.4 Outline sources of emotional support for others in end of life care situations
<b>5. Understand how symptoms might be identified in end of life care</b>	5.1 Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself 5.2 Describe how symptoms can cause an individual and others distress and discomfort 5.3 Describe signs of approaching death 5.4 Identify different techniques for relieving symptoms
<b>6. Understand advance care planning</b>	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 unit guidance

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

**Unit 36: Understand the factors affecting older people**

Unit number: D/504/2243

Credit: 2

GLH: 17

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the impact of the ageing process on older people.</b></p>	<p>1.1 Describe changes that may come with ageing.</p> <p>1.2 Explain how the experience of the ageing process is unique to each individual.</p> <p>1.3 Analyse the <b>potential impact</b> of factors associated with ageing on older people to include</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Cognitive</li> <li>• Environmental</li> <li>• Financial /Economic.</li> </ul> <p>1.4 Describe how a positive approach to ageing can contribute to the health &amp; wellbeing of an individual.</p>
<p><b>2. Understand attitudes of society to older people</b></p>	<p>2.1 Describe the contributions to society made by older people.</p> <p>2.2 Explain what is meant by age discrimination.</p> <p>2.3 Explain how societal attitudes and beliefs impact on older people.</p> <p>2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people.</p>
<p><b>3. Understand the importance of using person centred approaches with older people.</b></p>	<p>3.1 Describe how the effects of ageing can affect the day to day life of older people.</p> <p>3.2 Describe ways of using a person-centred approach to support older people to maintain health and well-being in day to day life.</p> <p>3.3 Explain the importance of social inclusion for older people.</p> <p>3.4 Outline barriers to social inclusion for older people.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Describe ways of using a person centred approach to enable older people to make positive contributions to their community.
<p><b>4. Understand the importance of independence for older people.</b></p>	<p>4.1 Explain how independence can contribute to the well- being of older people.</p> <p>4.2 Describe how to support older people to maintain independence.</p> <p>4.3 Describe how older people can be in control of decision making about their care and support needs.</p> <p>4.4 Explain how to encourage older people to take positive risks.</p>

**Amplification**

**Potential Impact;** learners may include social isolation, mobility issues, loss of dignity, loss of motivation

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 37: Understand Advance Care Planning**

Unit number: F/616/6435  
 Credit: 3  
 GLH: 25  
 Level: 3

**Unit Introduction**

The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1.</b> Understand the principles of <b>advance care planning</b></p>	<p>1.1 Describe the difference between a daily care or support plan and an advance care plan</p> <p>1.2 Explain the purpose of advance care planning</p> <p>1.3 Identify the national, local and organisational agreed ways of working for advance care planning</p> <p>1.4 Explain the legal position of an advance care plan</p> <p>1.5 Explain what is meant by mental capacity in relation to advance care planning</p> <p>1.6 Explain what is meant by informed consent in relation to advance care planning</p>
<p><b>2.</b> Understand the process of advance care planning</p>	<p>2.1 Explain when advance care planning may be introduced</p> <p>2.2 Outline who may be involved in the advance care planning process</p> <p>2.3 Describe <b>information</b> an <b>individual</b> may need to enable them to make informed decisions</p> <p>2.4 Explain what is involved in an 'Advance Decision to Refuse Treatment'</p> <p>2.5 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (<b>DNACPR</b>) order</p> <p>2.6 Explain how the <b>individual's capacity</b> to discuss advance care planning may influence their role in the process</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Explain role of the care worker in the advance care planning process and <b>sources of support</b> available 2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process 2.9 Identify how an advance care plan can change over time 2.10 Outline the principles of record keeping in advance care planning 2.11 Describe when details of the advance care plan can be shared with others
3. Understand person centred approaches to advance care planning	3.1 Describe factors an individual may consider when creating their advance care plan 3.2 Explain the importance of respecting the individual's values, beliefs and choices 3.3 Identify how the needs of <b>others</b> may need to be taken into account when planning advance care 3.4 Explain how to support an individual to exercise their right not to create an advance care plan 3.5 Outline actions to take when an individual is unable to participate in advance care planning 3.6 Explain how individual's care or support plan may be affected by an advance care plan

### Amplification

**Advance care planning (ACP)** is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death.

**Information** may include:

- Knowledge of illness and prognosis
- Choices of care and treatment options
- Resources available for delivery of care

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

**DNACPR** often referred to as DNR

**Individual's capacity** refers to being able to make their own decisions, based on the information available and communicate that decision

**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates

#### Additional unit guidance

NOS ref: N/A

SFH identifier: SFH0001

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



### Unit 38: Understand how to support individuals during the last days of life

Unit number: J/503/8137

Credit: 3

GLH: 28

Level: 3

#### Unit Introduction

The purpose of this unit is to provide the learner with introductory knowledge about the principles of support during and after the last days of life, looking at impacts on the individual and others and how to manage own feelings.

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	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
<b>5. Know how to manage own feelings in relation to an individual's dying or death</b>	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

### Amplification

**Individual;** learner will refer to patient or client who is coming to the end of their life

**Others;** learner should refer to family friends and staff associate with the individual

**Range of ways;** learner will explain various activities that has enhance the individuals care toward the end of their life

**Ways of working;** Learner may refer to different examples of how they work with different individuals during their end of life journey in accordance to their setting agreed policies and procedures

### Additional unit guidance

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

**Unit 39: Understand Stroke Care Management**

Unit number: J/503/7165  
 Credit: 4  
 GLH: 36  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to support individuals to manage stroke according to legislation, policy and guidance</b></p>	<p>1.1 Summarise current <b>legislation, policy and guidance</b> related to supporting individuals with stroke</p> <p>1.2 Explain what current best practice is in the initial stages of stroke care management</p> <p>1.3 Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being</p> <p>1.4 Describe the potential implications of mental capacity for an individual following a stroke</p>
<p><b>2. Understand specific communication factors affecting individuals following a stroke</b></p>	<p>2.1 Evaluate the effects of stroke on the brain in relation to the ability to communicate</p> <p>2.2 Describe a range of common communication methods and aids to support individuals affected by a stroke</p> <p>2.3 Analyse methods of facilitating communication using supported conversation techniques</p> <p>2.4 Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication</p> <p>2.5 Describe the effects on the individual of experiencing communication difficulties</p> <p>2.6 Identify <b>additional agencies</b> and resources to support with communication needs</p>
<p><b>3. Understand changing physical needs of individuals affected by stroke</b></p>	<p>3.1 Describe the changes in the brain of an individual affected by a stroke</p> <p>3.2 Describe the physical effects of stroke on an individual</p> <p>3.3 Explain the impact a stroke may have on swallowing and nutrition</p> <p>3.4 Describe the possible effects of stroke on sensory ability</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Analyse the fluctuating nature of effects of stroke on an individual
<b>4. Understand the impact of the effects of stroke on daily living</b>	4.1 Explain the use of daily activities to 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 lifestyle
<b>5. Understand the associated complications for an individual with stroke</b>	5.1 Explain the psychological and emotional effects on the individual with stroke 5.2 Describe the cognitive needs of the individual with stroke 5.3 Describe the health needs that may be associated with stroke
<b>6. Describe the health needs that may be associated with stroke</b>	6.1 Explain how person-centered values must influence all aspects of stroke care management 6.2 Explain the importance of working in <b>partnership with others</b> to support care management 6.3 Describe the importance of working in ways that promote active participation in stroke care management

### Amplification

**Legislation, policies and guidelines;** learner should show understanding of policies and procedures within their settings as well as how they adhere to National guidelines and Legislations

**Additional agencies;** learner may discuss other people from other agencies who work with the individuals, e.g. Home care worker, community physiotherapist

**In partnership with others;** learner should refer to all professional and non-professional involved in the individuals care.

### Additional unit guidance

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



**Unit 40: End of life and dementia care**

Unit number: F/503/8704

Credit: 2

GLH: 20

Level: 3

**Unit Introduction**

The purpose of this unit is to provide the learner with introductory knowledge about the principles of support for those with dementia during the last days of life.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand considerations for individuals with dementia at end of life</b></p>	<p>1.1 Outline in what ways dementia can be a terminal illness</p> <p>1.2 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia</p> <p>1.3 Explain why it is important that end of life care for an individual with dementia must be person-centred</p> <p>1.4 Explain why individuals with dementia need to be supported to make advance care plans as early as possible</p>
<p><b>2. Understand how to support individuals with dementia affected by pain and distress at end of life</b></p>	<p>2.1 Explain why pain in individuals with dementia is often poorly recognised and undertreated</p> <p>2.2 Describe ways to assess whether an individual with dementia is in pain or distress</p> <p>2.3 Describe ways to support individuals with dementia to manage their pain and distress at end of life using</p> <ul style="list-style-type: none"> <li>• <b>Medication</b></li> <li>• <b>Non-medication</b> technique</li> </ul>
<p><b>3. Understand how to support carers of individuals with dementia at end of life</b></p>	<p>3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia</p> <p>3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Describe how others caring for individuals with dementia may experience loss and grief</p> <p>3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life</p> <p>3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life</p>

### Amplification

**Medication:** learner could refer to a range of drug therapies and treatment within this criterion

**Non-medication:** learner may refer to pain machines, meditation, massage etc

**Carers and others:** learner may refer to other carers they work with as well as family of the individual and friends

### Additional unit guidance

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

### Unit 41: Providing Independent Advocacy Support

Unit number: K/616/7448  
 Credit: 6  
 GLH: 35  
 Level: 3

#### Unit Introduction

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



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

### Amplification

**Range of people;** learner may cover

Colleagues, other professionals, family friends of individual as well as individual themselves.

**Key Principles of independent Advocacy,** learner may cover,

- Independent Advocacy puts people who use it first; includes right, values and equality
- Independent Advocacy is accountable
- Independent Advocacy is free as it can be from conflict of interest
- Independent Advocacy is accessible

**Range of issues;** learner may cover many issues that affect the independent advocacy relationships this may include, confidentiality, communication barriers including English as a second language, time, location.

**Boundaries;** Learner may cover Purpose of the service, confidentiality, safeguarding, environment, individual right to choose another advocate

**Information:** learners may discuss a range of information access point that they use within their services these could be internal or external support services

**Possible consequences:** learner may cover a variety of consequence that could result from the discussion about care involved.

**Respond;** learner may cover a range of responses to specific care needs of their individual client including the cessation of the advocacy agreement.

**Course of action;** learner need to show understanding of how to plan appropriate care for the individual or groups undertaking advocacy

**Key individuals;** learner should identify all who will be involved in the care plan within their organisation

**Range of techniques;** learner may cover Active listening, silence, questioning ideas, reflection, attending and responding to client communication.

**Further assistance** learner may discuss a range areas where the individual may require further assistance to support their progression/recovery.

### Additional unit guidance

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

This unit is mapped to Skills for Health NOS Units HSC 330, HSC 3111, AHP 17, HSC 31, HSC 41, HSC 366, HSC 368, CHS 99, PE 1

### Unit 42: Maintaining the Independent Advocacy Relationship

Unit number: M/616/7449  
 Credit: 6  
 GLH: 35  
 Level: 3

#### Unit Introduction

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know what to do when faced with practice dilemmas	1.1 Identify a range of <b>ethical and practical challenges</b> commonly faced by advocates 1.2 Develop a plan or strategy to respond to a range of challenges and threats 1.3 Identify a <b>range of people</b> who can offer support in responding to dilemmas and threats.
2. Deal positively with conflict	2.1 Identify a <b>range of situations</b> and people where conflict may arise 2.2 Develop positive strategies in resolving conflict.
3. Maintain accurate records	3.1 Explain the importance of writing and maintaining accurate records 3.2 Identify a <b>range of information</b> which is and is not relevant 3.3 Use appropriate templates to record information.
4. Prioritise competing work commitments	4.1 Identify essential and non essential advocacy tasks 4.2 Prioritise competing commitments and tasks.
5. Use personal value base and power appropriately	5.1 Explain personal motivation and why the learner wants to provide Independent Advocacy Support 5.2 Identify personal values in relation to mental health, disability, human rights, participation and best interests 5.3 Identify sources of personal power.
6. Use supervision as a tool to reflect and improve practice	6.1 Explain the purpose and function of supervision

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.2 Identify methods of preparing for supervision 6.3 Participate in supervision 6.4 Use self reflection to explore the advocate practice 6.5 Use supervision to identify opportunities to improve skills and knowledge 6.6 Use supervision to explore emotional and practical challenges.
<b>7. Use local and national networks</b>	7.1 Identify the role of local and national networks 7.2 <b>Access support</b> from local and national networks 7.3 <b>Contribute</b> to the work of local and national networks.
<b>8. Respond to concerns of abuse</b>	8.1 Identify potential signs of child (or) adult abuse 8.2 Explain child (or) adult protection procedures 8.3 Use the advocacy organisation’s protection policy to respond to concerns of abuse 8.4 Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes 8.5 Support the individual uphold their right to be heard.

### Amplification

**Ethical and practical challenges;** learner may cover a range of ethical issues should as autonomy, dignity respect, consent, legal obligations, accessibility, language barriers

**Range of people;** learner may cover a range of people that their organisation uses to support individuals/groups

**Range of situation;** learner may cover a range of situation that could arise within their given field of advocacy, e.g. drugs, violence etc

**Range of information;** learners may cover a range of information services where individuals can gain extra advice and guidance whether relevant or not relevant to current topics

**Access support;** learner to cover how they would access support for client from national and local networks

**Contribute;** learner to discuss how they contribute to the local and national network within their role.

#### **Additional unit guidance**

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

This unit is mapped to Skills for Health NOS Units HSC 3111, HSC 22, GEN 12, HSC 23, H136, HSC, 335, HSC 368, HSC 45

**Unit 43: Responding to the advocacy needs of different groups of people**

Unit number: F/502/3149  
 Credit: 6  
 GLH: 25  
 Level: 3

**Unit Introduction**

The unit equips learners with an understanding of how to respond to the specific advocacy needs of different people such as:

- Black people and ethnic minority groups
- Older people
- People who do not use English as their first language
- People who are physically disabled
- People with learning disabilities
- People with mental health needs
- Children and young people
- Those who cannot instruct an advocate
- People with sensory impairments

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Make advocacy accessible to individuals and different groups</b>	1.1 Identify <b>factors</b> which prevent different groups of people from accessing advocacy support  1.2 Use a range of strategies to make advocacy <b>accessible</b> to different groups.
2. <b>Define social exclusion</b>	2.1 Summarise the key components of social exclusion  2.2 Explain the impact of social exclusion on different <b>groups of people</b> .
3. <b>Explain the medical and social model of disability</b>	3.1 Describe the medical and social model of disability  3.2 Explain how the medical and social model impacts on an individual  3.3 Explain how an advocate can use the medical and social model of disability within the advocacy relationship
4. <b>Promote diversity</b>	4.1 Explain the concept of diversity and discrimination  4.2 Use a range of strategies to promote diversity  4.3 Use strategies to challenge discrimination.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Use non-instructed Advocacy</b></p>	<p>5.1 Explain the concept of non-instructed Advocacy</p> <p>5.2 Select when it is appropriate to use non-instructed Advocacy</p> <p>5.3 Use <b>non-instructed Advocacy</b></p> <p>5.4 Identify a range of threats and challenges when using non-instructed Advocacy.</p>

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

It assesses knowledge that underpins unit LD 311S Support young people with a disability to make the transition into adulthood, and must be achieved with that unit to confirm competence.

This unit is mapped to Skills for Health NOS Units HSC 330, HSC 3111, H16, H136, HSC 367, HSC 368, MH 43

**Unit 44: Recognise indications of substance misuse and refer individuals to specialists**

Unit number: H/616/6458  
 Credit: 4  
 GLH: 24  
 Level: 3

**Unit Introduction**

The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators of substance misuse and refer to appropriate services locally and nationally based on the individual's needs.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Know the regulations and legislation that applies to the misuse use of substances in line with organisational procedures</b>	1.1 Outline the regulation and legislation that applies to the misuse of substances 1.2 Identify the organisation's policies and procedures that relate to substance misuse
<b>2. Understand the indications of substance misuse</b>	2.1 Describe theories relevant to substance misuse 2.2 Identify the range of substances which may be misused 2.3 Explain the effects of the range of substances that may be misused 2.4 Identify indications of substance misuse 2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse 2.6 Explain how to obtain specialist assistance when required 2.7 Describe how to keep the following up to date: <ul style="list-style-type: none"> <li>• personal knowledge about substances</li> <li>• indications of substance misuse</li> </ul>
<b>3. Be able to assess and monitor risk in accordance with organisational procedures</b>	3.1 Assess the risk to the individual and to others which may result from substance misuse 3.2 Review the assessment of risk 3.3 Explain why the review of risk assessment is important 3.4 Describe positive interventions that can be used with individuals in line with risk assessment



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Apply the risk assessment appropriate to the level of risk
<b>4. Understand how to handle information and maintain records in line with organisational procedures</b>	4.1 Explain the importance of following organisational requirements when handling information and maintaining records 4.2 Explain own approach to handling information and records in relation to the: <ul style="list-style-type: none"> <li>• Rights of individuals</li> <li>• Principles of confidentiality</li> </ul>
<b>5. Be able to refer individuals to appropriate services in line with organisational requirements</b>	5.1 Identify the range of services in relation to substance misuse which is available locally and nationally 5.2 Refer individuals to services in line with organisational requirements 5.3 Provide services with information about the referral in line with organisational requirements

### Amplification

**Substances** may include illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents, novel psychoactive compounds

### Additional unit guidance

NOS ref: AA1

SFH identifier: SFH123

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

Learning outcomes 2 and 4 must be assessed in the workplace

**Unit 45: Support individuals who are substance misusers**

Unit number: A/601/0670  
 Credit: 7  
 GLH: 30  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand about different substances, their effects and how they might be used</b></p>	<p>1.1 Identify the different substances which individuals might use, how they are used and their likely effects</p> <p>1.2 Identify the risks involved with substance use both in the short and the long term (eg overdose, dependence and associated health risks)</p> <p>1.3 Explain <b>legislation, policies and guidelines</b> on the use and storage of substances.</p>
<p><b>2. Enable individuals to adopt safe practices associated with substance use</b></p>	<p>2.1 Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use</p> <p>2.2 Communicate with individuals in a manner that maximise the individuals' understanding Support individuals to discuss their circumstances and history of substance use</p> <p>2.3 Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely</p> <p>2.4 Support individuals to dispose of hazardous materials and equipment safely</p> <p>2.5 Describe harm reduction strategies, how and why these may differ from individual to individual</p> <p>2.6 Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>3. Support individuals when they have used substances</b></p>	<p>3.1 Explain relevant policies and procedures for the support of individuals who have used substances</p> <p>3.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual</p> <p>3.3 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety</p> <p>3.4 Support individuals to meet their own needs and requirements after the effects of the substance have worn off</p> <p>3.5 Show when and how to request further support and assistance</p> <p>3.6 Report information about episodes of substance use to an appropriate person and record it in the required format.</p>
<p><b>4. Support individuals in reducing substance use</b></p>	<p>4.1 Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so</p> <p>4.2 Offer support to individuals which respects their individual rights, and is appropriate to their needs</p> <p>4.3 Assist individuals to review their progress in reducing substance use</p> <p>4.4 Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided</p> <p>4.5 Identify the <b>specialist agencies and support networks</b> involved in supporting substance users</p>

### Amplification

**Legislation, policies and guidelines;** learner may cover;  
Control of Substances Hazardous to Health, Medication Act 1968, Misuse of drugs Act 1971, Misuse of drugs regulation 2001, Psychoactive substances Act 2016

**Specialist agencies and support networks;** learners to cover a range of specialist or support network which they use within their role or their organisations role.

#### **Additional unit guidance**

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

**Unit 46: Identify and act upon immediate risk of danger to substance misusers**

Unit number: D/501/0585  
 Credit: 4  
 GLH: 30  
 Level: 3

**Unit Introduction**

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Identify immediate risk of danger to substance misusers</b></p>	<p>1.1 Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)</p> <p>1.2 Describe any signs of immediate risk of danger which may include risk of</p> <ul style="list-style-type: none"> <li>• overdose</li> <li>• individuals causing injury or harm to themselves or others (e.g. family members)</li> </ul> <p>1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others</p>
<p><b>2. Act upon immediate risk of danger to substance misusers</b></p>	<p>2.1 Describe how to make the individual aware that they are available and willing to help</p> <p>2.2 Obtain information on the substance used from the individual or any person near the individual</p> <p>2.3 Obtain personal details from the individual or any person near the individual</p> <p>2.4 Encourage the individual to describe any pain or discomfort they may be experiencing</p> <p>2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g.</p> <ul style="list-style-type: none"> <li>• calming the individual, if the individual is in an agitated state, if safe to do so</li> <li>• reviving the individual, if the individual seems to be in a withdrawn state</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.6 Show how to interact with the individual in a manner which recognises their needs and rights</p> <p>2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety</p> <p>2.8 Demonstrate when and how to request any first aid treatment/support</p> <p>2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access to relevant agencies and services)</p> <p>2.10 Record all information and report to appropriate person in the required format.</p>

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 47: Provide services to those affected by someone else's substance use**

Unit number: M/601/0682  
 Credit: 4  
 GLH: 24  
 Level: 3

**Unit Introduction**

This unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use. This involves enabling those affected by someone else's substance use to explore and select their options, supporting them put selected options into practice, and empowering them to review the effectiveness of selected options.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Know about the available support services</b>	1.1 Identify the forms of <b>support</b> which may be available 1.2 Identify relevant agencies and services in the local area and how to access them.
2. <b>Understand issues that affect children and young people within families affected by drug and alcohol use</b>	2.1 Describe a range of family structures and give examples of how family dynamics work 2.2 Describe the issues that affect children and young people within families affected by drug and alcohol use 2.3 Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available 2.4 Describe the legislation and policies relevant to working with children, young people and families.
3. <b>Identify options for individuals affected by someone else's substance use</b>	3.1 Demonstrate how <b>motivational techniques</b> may be used 3.2 Support the individual to: <ul style="list-style-type: none"> <li>• identify issues concerning them</li> <li>• explore and consider the options open to them</li> <li>• plan required actions</li> </ul> 3.3 Assist the individual in accessing the required services 3.4 Support and motivate the individual without infringing the individual's freedom.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Enable individuals affected by someone else's substance use to review the effectiveness of selected options</b></p>	<p>4.1 Support the individual to review and feedback on:</p> <ul style="list-style-type: none"> <li>• Progress</li> <li>• the effectiveness of support obtained</li> </ul> <p>4.2 Identify any significant positive changes in the individual</p> <p>4.3 Complete reports accurately and store records which maintains the individual's confidentiality.</p>

#### Amplification

**Support:** e.g. counselling, financial, emotional, medical, self-help groups

**Motivational techniques;** learner need to demonstrate that they can use a range of techniques. These could include diaries, diet planning, goal setting, target setting in small steps.

#### Additional unit guidance

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



**Unit 48: Increase awareness about drugs, alcohol or other substances with individuals and groups**

Unit number: H/616/7450  
 Credit: 5  
 GLH: 35  
 Level: 3

**Unit Introduction**

This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand legislation and policy relevant to substance use</b></p>	<p>1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs</p> <p>1.2 Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation</p> <p>1.3 Identify key organisations that are designed to deliver the government’s strategy on drugs and alcohol</p> <p>1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information</p>
<p><b>2. Understand substance use, its effects and treatments</b></p>	<p>2.1 Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics</p> <p>2.2 identify the street names for substances, and how these change over time and in different locations</p> <p>2.3 Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use</p> <p>2.4 Describe the methods of substance use and the risks associated with the different methods</p> <p>2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation  2.7 Describe the relationship between substance use, crime and antisocial behaviour
<b>3. Identify individuals' knowledge and values about substances</b>	3.1 Enable individuals to talk about and identify what they know and understand about substance use  3.2 Support individuals to explore their feelings and values about substance use  3.3 Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental
<b>4. Increase individuals' knowledge and understanding of substances</b>	4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects  4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others  4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence  4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence

#### Additional unit guidance

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

The learner needs to be working with substance abuser in order to meet 3.2, 3.3, 4.2, 4.3

**Unit 49: Test for substance misuse**

Unit number: T/601/0666  
 Credit: 5  
 GLH: 30  
 Level: 3

**Unit Introduction**

This unit is about testing individuals to see if they have been using substances, including alcohol and controlled drugs.

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

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

**Additional unit guidance**

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

**Unit 50: Carry out initial assessments to identify and prioritise the needs of substance misusers**

Unit number: D/601/0662  
 Credit: 5  
 GLH: 30  
 Level: 3

**Unit Introduction**

This unit is for those who need to refer individuals with less complex needs directly to less structured drug, alcohol or substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the range of different substances and their effects</b></p>	<p>1.1 Identify the range of different substances and their effects</p> <p>1.2 Identify different indications of substance misuse</p> <p>1.3 Demonstrate ways of keeping knowledge about substances and indications of substance misuse up to date</p> <p>1.4 Explain the jargon used by substance misusers in the locality.</p>
<p><b>2. Evaluate individuals' substance misuse and understanding of substance misuse services</b></p>	<p>2.1 Explain why the assessment of individuals should be carried out promptly</p> <p>2.2 Obtain information from the individual and if applicable, from the referring agency, in line with protocols</p> <p>2.3 Carry out the assessment in line with locally agreed criteria and using standardised documentation</p> <p>2.4 Assess the individual's understanding of services available and readiness to engage in a treatment programme</p> <p>2.5 Manage challenging, abusive, aggressive or chaotic behaviour</p> <p>2.6 Assess the risks to the individual which may result from substance misuse and/or co-existent problems</p> <p>2.7 Identify appropriate persons who can provide support when there are any problems with the assessment</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.8 Demonstrate how to involve adults with parental responsibility in the assessment and referral of children and young people</p> <p>2.9 Demonstrate how to take account of a child or young persons age and maturity when involving them in assessment</p> <p>2.10 Describe the principles of the relevant legislation.</p>
<b>3. Assess individuals' needs and appropriate interventions</b>	<p>3.1 Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them</p> <p>3.2 Agree an appropriate course of action with the individual according to the type of intervention required</p> <p>3.3 Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care</p> <p>3.4 Justify the choice of intervention according to locally agreed criteria</p> <p>3.5 Describe how to ensure consistency of approach with other members of the substance misuse team.</p>
<b>4. Make referrals to substance misuse services</b>	<p>4.1 Explain the importance of referring individuals to the appropriate service with the required degree of urgency</p> <p>4.2 Plan arrangements for the referral with the individual and facilitate their contact with the service</p> <p>4.3 Make referrals and share information with services in line with local protocols</p> <p>4.4 Obtain feedback from the service to evaluate and refine referral practices</p> <p>4.5 Record details of the assessment and resulting Actions</p>

**Additional unit guidance**

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

**Unit 51: Carry out comprehensive substance misuse assessment**

Unit number: K/501/0587  
 Credit: 5  
 GLH: 30  
 Level: 3

**Unit Introduction**

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. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the signs and implications of a range of substance misuse related problems</b>	1.1 Describe the different substances which individuals might use, how they are used and their likely effects 1.2 Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems. legal problems 1.3 Explain ways of keeping knowledge about substances and indications of substance misuse up to date 1.4 Describe the jargon used by substance misusers in the locality
<b>2. Understand the range of substance misuse services and interventions</b>	2.1 Describe the range of treatment interventions and assessment services available in the locality 2.2 Describe the eligibility criteria and protocols for accessing services in the locality 2.3 Explain how to respond to individuals who do not want to be referred to other services
<b>3. Prepare for comprehensive substance misuse assessment</b>	3.1 Obtain information on individuals from previous assessments carried out by other services in line with protocols 3.2 Establish any particular needs of the individual which will need to be taken into account during the assessment 3.3 Fully and accurately record arrangements for the assessment in line with the organisation's procedures
<b>4. Assess possible risks to the individual</b>	4.1 Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Explain the importance of regularly reviewing risk assessments</p> <p>4.3 Demonstrate that the risk assessment takes account of the individual’s needs and the legal duty of care to the individual and others</p>
<p><b>5. Assess individuals’ substance misuse and related problems</b></p>	<p>5.1 Involve the individual in the assessment as far as possible, according to their capability</p> <p>5.2 Assess the nature of the individual’s substance misuse problems and other problems</p> <p>5.3 Assess the individual’s understanding of services available and readiness to engage in a treatment programme</p> <p>5.4 Conduct the assessment in line with locally agreed criteria and using standardised documentation</p> <p>5.5 Manage challenging, abusive, aggressive or chaotic behaviour</p> <p>5.6 Seek clear conclusions from the assessment to inform the development of a comprehensive care plan</p> <p>5.7 Explain how to involve adults with parental responsibility in the assessment and referral of children and young people</p> <p>5.8 Describe how to take account of a child or young person’s age and maturity when involving them in assessment</p> <p>5.9 Describe the principles of the relevant legislation</p>
<p><b>6. Follow up the assessment process</b></p>	<p>6.1 Keep accurate, legible and complete records of the assessment</p> <p>6.2 Continue assessment at appropriate intervals once the individual has commenced a care plan</p> <p>6.3 Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.4 Ensure consistency of approach with other members of the substance misuse service team

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 52: Assist with the transfer of individuals, who misuse substances between agencies and services**

Unit number: D/601/0676  
 Credit: 1  
 GLH: 6  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how legislation and organisational policies impact on the transfer of individuals between agencies and service</b></p>	<p>1.1 List legislation that impacts on arrangements for referring or transferring individuals between services</p> <p>1.2 Identify how organisational policies influence transfer arrangements.</p>
<p><b>2. Apply agency and service procedures correctly in preparing people for and supervising them during transfer from one service to another</b></p>	<p>2.1 Obtain and utilise the necessary information about transfer arrangements</p> <p>2.2 Describe what information should be provided to meet the needs of individuals and others</p> <p>2.3 Prepare an individual for transfer in accordance with agency and service procedures</p> <p>2.4 Describe the roles and responsibilities of those involved in the transfer</p> <p>2.5 Identify the agencies requirements for support and monitoring of individuals</p> <p>2.6 Complete accurate records, store them as required and in accordance with confidentiality policies</p> <p>2.7 Plan arrangements necessary in order to monitor and review the individual's adjustment to change.</p>
<p><b>3. Respect the rights of the individual and value diversity</b></p>	<p>3.1 Identify the support and assistance which individuals will need to help them make the transfer</p> <p>3.2 Show how an individual's culture and gender influence practice in preparing them for and supervising transfer arrangements</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied in the course of a transfer</p> <p>3.4 Demonstrate how individuals and relevant people can be encouraged to seek information and express their views during the process of preparing for a transfer.</p>
<p><b>4. Use communication skills effectively in working with individuals and the agencies and services to which they are being transferred</b></p>	<p>4.1 Explain the arrangements and reasons for a transfer clearly to individuals and others who might be involved</p> <p>4.2 Provide clear and accurate information about the support that will be provided and how people should seek further support should they need it</p> <p>4.3 Demonstrate how to provide support to individuals including situations where they may be distressed, Anxious or angry</p> <p>4.4 Identify any disagreements that arise and negotiate with those involved</p> <p>4.5 Demonstrate how communication should be adapted to meet the needs of individuals and the requirements of different agencies.</p>

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 53: Support individuals through detoxification programmes**

Unit number: K/501/0590  
 Credit: 3  
 GLH: 18  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>individual and the service during a detoxification programme</p> <p>2.5 Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme</p>
<p><b>3. Develop and review detoxification treatment and care plans</b></p>	<p>3.1 Demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate</p> <p>3.2 Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme</p> <p>3.3 Review assessments at appropriate intervals once an individual has commenced a programme of care</p> <p>3.4 Describe the evidence base for the likely outcomes of detoxification programmes</p>
<p><b>4. Manage closure of individuals' detoxification programmes</b></p>	<p>4.1 Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan</p> <p>4.2 Establish active co-ordination between detoxification and rehabilitative services after discharge</p> <p>4.3 Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme.</p>

#### Additional unit guidance

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

**Unit 54: Develop and sustain effective working relationships with staff in other agencies**

Unit number: R/601/3526  
 Credit: 4  
 GLH: 24  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the context of working in partnership</b></p>	<p>1.1 Identify the nature, roles and functions, policies and procedures of principal agencies.</p> <p>1.2 Identify structures, function, and methods of communication and decision making.</p> <p>1.3 Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.</p> <p>1.4 Identify the effect agency structure and culture may have upon the policy and practice of joint working.</p> <p>1.5 Identify the effect of agency culture and structure upon policy and practice of working in partnership.</p> <p>1.6 Explain the principles and benefits of working in partnership.</p>
<p><b>2. Develop effective working relationships with staff in other agencies</b></p>	<p>2.1 Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.</p> <p>2.2 Reach agreements about roles and responsibilities and arrangements for decision making.</p> <p>2.3 Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.</p> <p>2.4 Confirm arrangements for joint work which are:</p> <ul style="list-style-type: none"> <li>• appropriate to the nature and purpose of the work</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>• likely to be effective in establishing and maintaining relationships</li> <li>• respect confidentiality while balancing risks of sharing or not sharing information.</li> </ul> <p>2.5 Identify effective methods to monitor and review the progress of joint work.</p> <p>2.6 Obtain advice and support promptly when team discussion and supervision are appropriate.</p> <p>2.7 Complete records accurately and clearly and store them according to agency requirements.</p> <p>2.8 Communicate information to people who are authorised to have it.</p>
<p><b>3. Sustain effective working relationships</b></p>	<p>3.1 Identify the benefits and advantages of joint working and use these to develop own practice.</p> <p>3.2 Identify factors which might hinder joint working.</p> <p>3.3 Explain methods of identifying and resolving conflict within and between agencies and between individuals.</p> <p>3.4 Demonstrate methods of assessing the effectiveness of joint working relationships.</p> <p>3.5 Explain and defend the views of your agency and its policies.</p> <p>3.6 Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.</p> <p>3.7 Complete records accurately and clearly and store them according to agency requirements.</p> <p>3.8 Communicate information to people who are authorised to have it.</p>

**Additional unit guidance**

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



**Unit 55: Administer medication to individuals and monitor the effects**

Unit number: D/616/6233  
 Credit: 5  
 GLH: 30  
 Level: 3

**Unit Introduction**

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects 2.2 Identify medication which demands specific physiological measurements 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required 2.4 Explain the different routes of medicine administration
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes 3.2 Identify the required information from prescriptions / medication administration charts
4. Prepare for the administration of medication	4.1 Apply standard precautions for infection control 4.2 Explain ways to ensure the appropriate timing of medication 4.3 Obtain the <b>individual's</b> consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns 4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>5. Administer and monitor medication</p>	<p>5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary</p> <p>5.2 Safely administer the medication:</p> <ul style="list-style-type: none"> <li>• in line with legislation and local policies</li> <li>• in a way which minimises pain, discomfort and trauma to the individual</li> </ul> <p>5.3 Describe how to report any immediate problems with the administration</p> <p>5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay</p> <p>5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others</p> <p>5.6 Maintain the security of medication and related records throughout the process</p> <p>5.7 Return medication and related records to the correct place for storage</p> <p>5.8 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements</p>

### Amplification

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

### Additional unit guidance

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

Simulation **is not permitted** for this unit. The nature of this unit means that **all** of your evidence must come from real work activities. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

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

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

NOS ref: CHS3

SFH identifier: SFH174

**Unit 56: Understand and meet the nutritional requirements of individuals with dementia**

Unit number: T/601/9187  
 Credit: 3  
 GLH: 26  
 Level: 3

**Unit Introduction**

This unit is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the nutritional needs that are unique to individuals with dementia</b></p>	<p>1.1 Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition</p> <p>1.2 Explain how poor nutrition can contribute to an individual’s experience of dementia.</p> <p>1.3 Outline how other health and emotional conditions may affect the nutritional needs of an <b>individual</b> with dementia</p> <p>1.4 Explain the importance of recognising and meeting an individual’s personal and cultural preferences for food and drink.</p> <p>1.5 Explain why it is important to include a variety of food and drink in the diet of an individual with dementia</p>
<p><b>2. Understand the effect that that mealtime environments can have on an individual with dementia</b></p>	<p>2.1 Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia</p> <p>2.2 Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink</p> <p>2.3 Describe how a <b>person centred approach</b> can support an individual, with dementia at different levels of ability, to eat and drink</p>
<p><b>3. Be able to support an individual with dementia to enjoy good nutrition</b></p>	<p>3.1 Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Demonstrate how <b>meal times</b> for an individual with dementia are planned to support his/her ability to eat and drink</p> <p>3.3 Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed</p> <p>3.4 Demonstrate how a person centred approach to meeting nutritional requirements has improved the <b>well-being</b> of an individual with dementia</p>

### Amplification

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

#### Well-being:

- Appropriate weight gain/loss
- Improved sleep patterns
- Reduced confusion
- Improved physical health
- Improved emotional state
- Reduced infections
- Reduced constipation

### Additional unit guidance

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

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

This unit is mapped to Skills for Health NOS Units HSC 213, HSC 214, HSC 21, 31, 41, 24, 35, 45

**Unit 57: Enable rights and choices of individuals with dementia whilst minimising risks**

Unit number: A/601/9191  
 Credit: 4  
 GLH: 26  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm</b></p>	<p>1.1 Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an <b>individual</b> with dementia</p> <p>1.2 Evaluate agreed ways of working that relate to rights and choices of an individual with dementia</p> <p>1.3 Explain how and when personal information may be shared with <b>carers and others</b>, taking into account legislative frameworks and agreed ways of working</p>
<p><b>2. Be able to maximise the rights and choices of individuals with dementia</b></p>	<p>2.1 Demonstrate that the <b>best interests</b> of an individual with dementia are considered when planning and delivering care and support</p> <p>2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests</p> <p>2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>2.4 Describe how the ability of an individual with dementia to make decisions may fluctuate</p>
<p><b>3. Be able to involve carers and others in supporting individuals with dementia</b></p>	<p>3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm</p> <p>3.2 Describe how a conflict of interest can be addressed between the carer and an</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>individual with dementia whilst balancing rights, choices and risk</p> <p>3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution</p>
<p><b>4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices</b></p>	<p>4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia</p> <p>4.2 Demonstrate that <b>key physical aspects</b> of the environment are enabling care workers to show respect and dignity for an individual with dementia</p> <p>4.3 Demonstrate that <b>key social aspects</b> of the environment are enabling care workers to show respect and dignity for an individual with dementia</p>

### Amplification

#### Key legislation:

- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Equality Act 2010
- The Care Act 2014

#### Agreed ways of working:

Include policies and procedures where these exist; they may be less formally documented with micro-employers

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

#### Carers and others may be:

- Care worker
- Family
- Advocate
- Colleagues
- Managers
- Social worker
- Occupational Therapist



- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent Mental Capacity Advocate
- Independent Mental Health Advocate
- Advocate
- Dementia care advisor
- Support groups

**Best interests:**

This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values

**Key physical and social aspects**

**Physical:**

- Signage
- Colour
- Furniture
- Flooring
- Technology
- Room layout
- Storage
- Space for personal belongings

**Social:**

- Communication skills
- Positive approach
- Relationship centred approach
- Professional boundaries
- Abilities focus
- Whole team approach

**Additional unit guidance**

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

This unit is mapped to Skills for Health NOS Units HSC 21, 31, 41, 24, 35, 45

**Unit 58: Understand and enable interaction and communication with individuals who have dementia**

Unit number: Y/601/4693  
 Credit: 4  
 GLH: 30  
 Level: 3

**Unit Introduction**

This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the factors that can affect interactions and communication of individuals with dementia</b></p>	<p>1.1 Explain how different forms of dementia may affect the way an individual communicates</p> <p>1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia</p> <p>1.3 Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment</p> <p>1.4 Describe the impact the behaviours of <b>carers</b> and <b>others</b> may have on an individual with dementia</p>
<p><b>2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques</b></p>	<p>2.1 Demonstrate how to use different communication techniques with an individual who has dementia</p> <p>2.2 Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia</p> <p>2.3 Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, <b>carers</b> and <b>others</b></p>
<p><b>3. Be able to communicate positively with an individual who has dementia by valuing their individuality</b></p>	<p>3.1 Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan</p> <p>3.2 Demonstrate how the individual's preferred method/s of interacting</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	can be used to reinforce their identity and uniqueness
<p><b>4. Be able to use positive interaction approaches with individuals with dementia</b></p>	<p>4.1 Explain the difference between a <b>reality orientation</b> approach to interactions and a <b>validation approach</b></p> <p>4.2 Demonstrate a positive interaction with an individual who has dementia</p> <p>4.3 Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia</p> <p>4.4 Demonstrate how to use aspects of the <b>social environment</b> to enable positive interactions with individuals with dementia</p> <p>4.5 Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia</p>

Amplification
<p><b>Carers</b> e.g.</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul> <p><b>Others</b> e.g.</p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral Nurses</li> <li>• Independent Mental Capacity Advocate</li> </ul>

- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

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

- Opportunities to meet with family and friends
- Able to talk about early life, past career, good memories
- Engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
- Engagement with activities e.g. reminiscence, listening to favourite music,
- Continuing social routines, e.g. going to the hairdressers, out for coffee etc.

#### **Reality Orientation**

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

#### **Validation approach**

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

#### **Additional unit guidance**

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

Learning Outcomes 2, 3 and 4 must be assessed in a real working environment.

**Unit 59: Equality, diversity and inclusion in dementia care practice**

Unit number: F/601/4686

Credit: 4

GLH: 31

Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand that each individual's experience of dementia is unique</b></p>	<p>1.1 Explain why it is important to recognise and respect an <b>individual's heritage</b></p> <p>1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person</p> <p>1.3 Describe how the experience of dementia may be different for individuals</p> <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• who are at the end of life</li> </ul> <p>1.4 Describe how the experience of an individual's dementia may impact on <b>carers</b></p>
<p><b>2. Understand the importance of diversity, equality and inclusion in dementia care and support</b></p>	<p>2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support</p> <p>2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression</p> <p>2.3 Explain the potential impact of discrimination on an individual with dementia</p> <p>2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support</p>
<p><b>3. Be able to work in a person centred manner to ensure inclusivity of the individual with dementia</b></p>	<p>3.1 Demonstrate how to identify an individual's uniqueness</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion</p> <p>3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity</p> <p>3.4 Demonstrate how to engage and include an individual with dementia in daily life</p>
<p><b>4. Be able to work with others to encourage support for diversity and equality</b></p>	<p>4.1 Work with <b>others</b> to promote diversity and equality for individuals with dementia</p> <p>4.2 Demonstrate how to share the individual's preferences and interests with <b>others</b></p> <p>4.3 Explain how to challenge discrimination and oppressive practice of <b>others</b> when working with an individual with dementia</p>

### Amplification

An individual is someone requiring care or support

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

Others e.g.

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

- Support groups

#### **Additional unit guidance**

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

Learning Outcomes 3 and 4 must be assessed in a real working environment.

This unit is mapped to Skills for Health NOS Units HSC 21, 31, 41, 24, 35, 45

**Unit 60: Provide support to manage pain and discomfort**

Unit number: D/616/6491  
 Credit: 2  
 GLH: 15  
 Level: 2

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand approaches to managing pain and discomfort</b>	1.1 Explain the importance of a holistic approach to managing pain and discomfort 1.2 Describe different approaches to alleviate pain and minimise discomfort 1.3 Outline <b>agreed ways of working</b> that relate to managing pain and discomfort
<b>2. Be able to assist in minimising individuals' pain or discomfort</b>	2.1 Describe how pain and discomfort may affect an <b>individual's</b> holistic well-being and communication 2.2 Encourage an individual to express their pain or discomfort 2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this 2.4 Support carers to recognise when individuals are in pain or discomfort 2.5 Explain how to evaluate pain levels using <b>assessment tools</b> in own area of work 2.6 Encourage an individual and their carers to use self-help methods of pain control 2.7 Assist an individual to be positioned safely and comfortably 2.8 Carry out agreed measures to alleviate pain and discomfort
<b>3. Be able to monitor, record and report on the management of individuals' pain or discomfort</b>	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort 3.2 Complete records in line with agreed ways of working 3.3 Report findings and concerns as required



### Amplification

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

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

**Assessment tools** includes the use of pain scores

### Additional unit guidance

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

Learning outcomes 2 and 3 must be assessed in a real work

NOS ref: SCDHSC0216, SFHCHS164

SFH identifier: SFH091

**Unit 61: Gain access to the homes of individuals, deal with emergencies and ensure security on departure**

Unit number: R/601/7902  
 Credit: 2  
 GLH: 14  
 Level: 2

**Unit Introduction**

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Be able to identify agreed ways to gain entry to and leave individuals' homes</b>	1.1 Access information about general <b>requirements</b> for entering and leaving individuals' homes 1.2 Identify special requirements and individual preferences for entering and leaving an individual's home
2. <b>Be able to gain entry to individuals' homes</b>	2.1 Inform the individual and <b>others</b> about a planned visit 2.2 Identify self on arrival by agreed means 2.3 Gain entry to the individual's home in agreed ways
3. <b>Be able to take appropriate action when unable to gain entry to individuals' homes</b>	3.1 Find out possible <b>reasons</b> for being unable to gain entry, using <b>agreed ways of working</b> 3.2 Agree with others what steps to take if entry cannot be gained after further efforts 3.3 Record and report on actions taken when unable to access an individual's home 3.4 Explain why it is important to record and report on difficulties with access
4. <b>Be able to deal with emergencies encountered after gaining entry</b>	4.1 Describe emergencies that may be encountered when gaining entry to an individual's home 4.2 Deal with an emergency encountered after gaining entry, using agreed ways of working

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.3 Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed
5. Be able to ensure security when leaving individuals' homes	5.1 Implement general and specific requirements about leaving an individual's home 5.2 Ensure that an individual's home is secure when leaving the premises
6. Be able to review procedures for entering and leaving individuals' homes	6.1 Support the individual to give feedback on arrangements for entering and leaving their home 6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise 6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements 6.4 Carry out agreed changes in arrangements for entering and leaving the individual's home

### Amplification

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

General and specific **requirements** may include

- How, when and who to notify of visit
- Means of identification on arrival
- Use of entry systems
- Ways of ensuring security on departure

**Others** are those who share responsibility for the worker providing care or support in the individual's home.

**Reasons** for being unable to access homes may include

- individual not aware of visit
- individual likely to be out
- individual unwilling to allow access
- individual unable to allow access because of accident or illness
- power failure of security systems
- incorrect information supplied to worker
- keys lost or stolen
- security or other risk to individual or worker

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

**Emergencies** include any situation presenting immediate danger to the individual or others

#### **Additional unit guidance**

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

All learning outcomes must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Units HSC229.

**Unit 62: Undertake agreed pressure area care**

Unit number: T/601/8721  
 Credit: 4  
 GLH: 30  
 Level: 2

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.5 Identify the pressure area risk assessment tools which are used in own work area</p> <p>3.6 Explain why it is important to use risk assessment tools</p>
<p><b>4. Understand the use of materials, equipment and resources are available when undertaking pressure area care</b></p>	<p>4.1 Identify a range of aids or equipment used to relieve pressure</p> <p>4.2 Describe safe use of aids and equipment</p> <p>4.3 Identify where up-to-date information and support can be obtained about:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment</li> <li>• resources</li> </ul>
<p><b>5. Be able to prepare to undertake pressure area care</b></p>	<p>5.1 Prepare equipment and environment in accordance with health and safety guidelines</p> <p>5.2 Obtain <b>valid consent</b> for the pressure area care</p>
<p><b>6. Be able to undertake pressure area care</b></p>	<p>6.1 Carry out pressure area care procedure in a way that:</p> <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes <b>active participation</b></li> <li>• promotes partnership working</li> </ul> <p>6.2 Apply standard precautions for infection prevention and control</p> <p>6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing</p> <p>6.4 Move an individual using approved techniques and in accordance with the agreed care plan</p> <p>6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions</p> <p>6.6 Communicate effectively with the individual throughout the intervention</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.7 Complete all records and documentation accurately and legibly

**Amplification / Indicative content**

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

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

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

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

NOS ref: CHS5  
SFH identifier: SFH163

**Unit 63: Move and position individuals in accordance with their care plan**

Unit number: K/616/7451  
 Credit: 4  
 GLH: 26  
 Level: 2

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals</b></p>	<p>1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals</p> <p>1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals</p> <p>1.3 Describe health and safety factors in relation to moving and positioning individuals</p>
<p><b>2. Understand anatomy and physiology in relation to moving and positioning individuals</b></p>	<p>2.1. Outline the anatomy and physiology of the human body in relation to moving and positioning individuals</p> <p>2.2. Describe the impact of specific conditions on the movement and positioning of an individual</p>
<p><b>3. Be able to minimise risk before moving and positioning individuals</b></p>	<p>3.1 Carry out preparatory checks using:</p> <ul style="list-style-type: none"> <li>• the individual’s care plan</li> <li>• the moving and handling risk assessment</li> </ul> <p>3.2 Identify any immediate risks to the individual</p> <p>3.3 Describe the action to take in relation to identified risks</p> <p>3.4 Describe the action to take if the individual’s wishes conflict with their care plan</p> <p>3.5 Prepare the environment ensuring:</p> <ul style="list-style-type: none"> <li>• adequate space for the move</li> <li>• potential hazards are removed</li> </ul>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.6 Apply standard precautions for infection control
<b>4. Be able to move and position an individual</b>	4.1 Confirm the individual's identity and obtain <b>valid consent</b> 4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>• provides relevant information</li> <li>• addresses needs and concerns</li> <li>• provides support and reassurance</li> <li>• is respectful of personal beliefs and preferences</li> </ul> 4.3 Position the individual in accordance with their care plan 4.4 Communicate effectively with <b>others</b> involved in the manoeuvre 4.5 Describe the aids and equipment that may be used for moving and positioning 4.6 Use equipment to maintain the individual in the appropriate position 4.7 Encourage the individual's <b>active participation</b> in the manoeuvre 4.8 Monitor the individual throughout the activity 4.9 Record and report the activity noting when the next positioning manoeuvre is due
<b>5. Know when to seek advice and/or assistance from others when moving and positioning an individual</b>	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual 5.2 Describe sources of information available in relation to moving and positioning individuals

#### Amplification / Indicative content

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

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**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

#### **Additional unit guidance**

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

NOS ref: CHS6.2012  
SFH identifier: SFH072

**Unit 64: Contribute to raising awareness of health issues**

Unit number: M/616/7452  
 Credit: 4  
 GLH: 35  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand factors affecting awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of <b>health issues</b> 1.2 Compare the roles of agencies and <b>others</b> who may be involved in raising awareness of health issues 1.3 Describe factors to consider when planning awareness-raising activities
2. Be able to recognise the need for raising awareness of health issues	2.1 Access information and support about health issues and approaches to raising awareness 2.2 Identify with others any health issues affecting <b>individuals</b> about which awareness needs to be raised 2.3 Review with others the demand for and interest in raising awareness of a particular health issue
3. Be able to assist in planning activities to raise awareness of health issues	3.1 Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities 3.2 Work with the team to <b>plan</b> a set of <b>activities</b> to raise awareness about a health issue
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities 4.2 Demonstrate communication that promotes effective team work while the plan is implemented 4.3 Encourage individuals and others to give feedback about awareness-raising activities

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Be able to review the effectiveness of activities to raise awareness of health issues</b></p>	<p>5.1 Work with others to agree processes and criteria for reviewing the programme of activities</p> <p>5.2 Collate and present <b>information</b> about the activities</p> <p>5.3 Work with others to review the effectiveness of the programme</p> <p>5.4 Make recommendations for changes to awareness-raising activities</p>

### Amplification

**Health issues** may include:

- Specific health needs
- Actions or behaviours that may put health or development at risk

**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

The **plan** may include:

- aims, objectives, outcomes and target audience
- 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

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

#### **Additional unit guidance**

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

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Unit HSC3103

**Unit 65: Provide support to individuals to continue recommended therapies**

Unit number: T/616/7453  
 Credit: 3  
 GLH: 20  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Understand the importance of supporting individuals to continue recommended therapies</b>	1.1 Analyse the potential benefits of recommended <b>therapies</b> to an <b>individual's</b> health and wellbeing  1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences
2. <b>Be able to encourage individuals to complete activities recommended by therapists</b>	2.1 Establish agreement on an individual's needs and preferences about continuing a recommended therapy  2.2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy  2.3 Describe how to overcome an individual's fears or concerns about continuing the recommended therapy
3. <b>Be able to provide support to continue recommended therapy</b>	3.1 Clarify with the therapist the <b>information</b> needed before providing support for the therapy  3.2 Promote <b>active participation</b> during therapy  3.3 <b>Address difficulties</b> encountered during therapy  3.4 Provide constructive feedback and encouragement to the individual during therapy
4. <b>Be able to observe, record and report on observations during recommended therapy</b>	4.1 Establish with the individual and <b>others</b> what observations need to be made during therapy sessions

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Carry out agreed observations 4.3 Record agreed observations as required 4.4 Report on the findings of observations to individuals and others
<b>5. Be able to contribute to evaluation and review of recommended therapies</b>	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided  5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others  5.3 Agree changes to therapy sessions or the support provided

### Amplification

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

**Needs, wishes and preferences** can include:

- importance of recognising individual needs
- age and stage of development of child or young person
- home language
- preferred method
- additional learning needs
- physical disabilities
- cognitive and communication difficulties
- alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### **Additional unit guidance**

NOS ref: SCDHSC0352

SFH identifier: SFH010

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

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

This unit is mapped to Skills for Health NOS Units HSC 352



**Unit 66: Provide support to maintain and develop skills for everyday life**

Unit number: H/616/6492  
 Credit: 4  
 GLH: 28  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life 1.2 Analyse reasons why <b>individuals</b> may need support to maintain, regain or develop skills for everyday life 1.3 Explain how maintaining, regaining or developing skills for everyday life can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and <b>others</b> to identify skills for everyday life that need to be supported 2.2 Agree a plan with the individual for developing or maintaining the skills identified 2.3 Analyse possible sources of conflict that may arise when planning 2.4 Evaluate ways to resolve any possible sources of conflict 2.5 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes <b>active participation</b> 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills 3.3 Describe actions to take if an individual becomes distressed or unable to continue

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Be able to evaluate support for developing or maintaining skills for everyday life</p>	<p>4.1 Work with an individual and others to agree criteria and processes for evaluating support</p> <p>4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used</p> <p>4.3 Agree revisions to the plan</p> <p>4.4 Record and report in line with <b>agreed ways of working</b></p>

### Amplification

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

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

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

### Additional unit guidance

NOS ref: SCDHSC0344

SFH identifier: SFH106

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

This unit is mapped to Skills for Health NOS Unit HSC 344

**Unit 67: Facilitate learning and development activities to meet individual needs and preferences**

Unit number: A/616/7454  
 Credit: 5  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the role of learning and development activities in meeting individual needs</b></p>	<p>1.1 Describe the benefits to <b>individuals</b> of engaging in <b>learning or development</b> activities</p> <p>1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate</p> <p>1.3 Explain how individual needs and <b>preferences</b> may influence how learning and development activities are accessed or delivered</p>
<p><b>2. Be able to identify learning and development activities to meet individual needs and preferences</b></p>	<p>2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities</p> <p>2.2 Provide the individual and <b>others</b> with information on possible learning or development activities</p> <p>2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities</p> <p>2.4 Work with the individual and others to agree learning or development activities that will suit the individual</p>
<p><b>3. Be able to plan learning and development activities with individuals</b></p>	<p>3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported</p> <p>3.2 Establish with the individual and others a plan for implementing the programme of activities</p> <p>3.3 Assess risks in line with <b>agreed ways of working</b></p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to prepare for learning and development activities</b></p>	<p>4.1 Obtain or prepare resources or equipment needed for the activity</p> <p>4.2 Describe how resources or equipment might be adapted to meet the needs of an individual</p> <p>4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation</p> <p>4.4 Prepare the environment so that the activity can be carried out safely and effectively</p>
<p><b>5. Be able to facilitate learning and development activities with individuals</b></p>	<p>5.1 Carry out agreed role in facilitating the activity</p> <p>5.2 Support the individual to engage with the activity in a way that promotes <b>active participation</b></p> <p>5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided</p> <p>5.4 Make adjustments in response to feedback</p>
<p><b>6. Be able to evaluate and review learning and development activities</b></p>	<p>6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided</p> <p>6.2 Collate and present information for evaluation as agreed</p> <p>6.3 Use agreed criteria to evaluate the activity with the individual and others</p> <p>6.4 Make recommendations for any changes in the activity, its implementation or the support provided</p> <p>6.5 Explain the importance of recognising progress achieved through a learning or development activity</p> <p>6.6 Record the outcome of the evaluation in line with organisational requirements</p> <p>6.7 Explain how to refer any concerns to an appropriate person</p>

**Amplification**

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

**Learning and development** activities may include:

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Agreed ways of working will** include policies and procedures where these exist; they may be less formally documented with micro-employers

**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

### Additional unit guidance

NOS ref: HSC0351  
SFH identifier: SFH108

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Unit HSC 351

**Unit 68: Support the development of community partnerships**

Unit number: M/601/9494  
 Credit: 5  
 GLH: 33  
 Level: 4

**Unit Introduction**

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 the development of community partnerships.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Understand the role of community partnerships</b>	1.1 Explain the concept of community partnerships 1.2 Analyse the benefits of community partnerships 1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships
2. <b>Be able to identify where community partnerships could inform and support practice</b>	2.1 Work with <b>others</b> to identify needs that could be met through community partnerships 2.2 Gather and disseminate information about existing community partnerships that may meet identified needs 2.3 Contribute to evaluating information about existing community partnerships and identifying gaps 2.4 Work with others to determine how a community partnership could fill a gap in provision
3. <b>Be able to bring people together to set up community partnerships</b>	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision 3.2 Disseminate information about the proposed partnership to those identified 3.3 Invite participation in the proposed partnership
4. <b>Be able to support the setting up of community partnerships</b>	4.1 Gather information about good practice from partnerships with similar purposes

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Gather information on potential costs and sources of funding for the partnership</p> <p>4.3 Provide information gathered to potential members of the partnership</p> <p>4.4 Work with others to agree:</p> <ul style="list-style-type: none"> <li>• membership of the partnership</li> <li>• aims and objectives</li> <li>• <b>roles and responsibilities</b></li> <li>• activities and practices</li> </ul>
<p><b>5. Be able to contribute to the running of community partnerships</b></p>	<p>5.1 Carry out own responsibilities to support the purpose of the partnership</p> <p>5.2 Support the community partnership to <b>operate effectively</b></p> <p>5.3 Describe ways to support the partnership when a member disengages</p>
<p><b>6. Be able to contribute to the review of community partnerships</b></p>	<p>6.1 Support members of the partnership to monitor its activities</p> <p>6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives</p> <p>6.3 Contribute to evaluating the partnership</p> <p>6.4 Contribute to agreeing changes to the partnership's practice</p>

### Amplification

**Others** may include:

- Individuals
- Families and friends of individuals
- Colleagues within the organisation
- Colleagues outside the organisation

**Roles and responsibilities** may include:

- Contribution of resources
- Commitment of time

- Allocation of tasks

**Operating effectively** will include:

- Working inclusively
- Respecting and valuing all members
- Supporting members to participate
- Abiding by agreements
- Resolving conflicts

### **Additional unit guidance**

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Units HSC 3101, HSC3102, HSC3104



**Unit 69: Implement therapeutic group activities**

Unit number: F/616/6449  
 Credit: 4  
 GLH: 25  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles of therapeutic group activities</b></p>	<p>1.1 Explain how participating in <b>therapeutic group activities</b> can benefit an <b>individual's</b> identity, self-esteem and well-being</p> <p>1.2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances</p> <p>1.3 Compare theories in relation to group dynamics</p>
<p><b>2. Be able to plan and prepare for therapeutic group activities</b></p>	<p>2.1 Work with individuals and <b>others</b> to agree:</p> <ul style="list-style-type: none"> <li>• the nature and purpose of a therapeutic group</li> <li>• specific activities to fit the purpose of the group</li> <li>• the monitoring or observations required as part of the group activity</li> <li>• own role in relation to planning and preparing for the group activity</li> </ul> <p>2.2 Address any <b>risks</b> that may be associated with the planned activities</p> <p>2.3 Prepare the environment for a therapeutic group activity</p> <p>2.4 Prepare equipment or resources needed for the activity</p>
<p><b>3. Be able to support individuals during therapeutic group activities</b></p>	<p>3.1 Support group members to understand the purpose and proposed activity of the group</p> <p>3.2 Support group members during the activity in ways that encourage effective communication, <b>active participation</b> and co-operation</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.3 Support group members according to their own level of ability and need 3.4 Give direction, praise, reassurance and constructive feedback during the activity 3.5 Support the group to bring the activity to a safe and timely end
<b>4. Be able to contribute to the evaluation of therapeutic group activities</b>	4.1 Encourage and support individuals to give feedback during and after group activities 4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities 4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions 4.4 Record and report on outcomes and any revisions in line with agreed ways of working

### Amplification

**Therapeutic group activities** may include:

- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy

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

**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates

**Risks** may include those associated with:

- the health, safety and wellbeing of those in the group
- unintentional exclusion of some group members
- others involved with the group's activities
- the environment
- equipment and resources used

**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

#### **Additional unit guidance**

NOS ref: SCDHSC393

SFH identifier: SFH025

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.

**Unit 70: Support individuals to develop and run support groups**

Unit number: T/616/6450  
 Credit: 3  
 GLH: 24  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the role of support groups</b>	1.1 Explain the benefits of support groups to <b>individuals</b> 1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals 1.3 Compare key points of theories about group dynamics 1.4 Explain when to refer any issues, which are out of scope of own role, to an appropriate person
<b>2. Be able to support individuals to assess the need for additional support groups</b>	2.1 Work with individuals to identify if a support group could be helpful 2.2 Assist the individual to access sources of information about existing support groups 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision
<b>3. Be able to support individuals to develop their own support groups</b>	3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision 3.2 Work with individuals to agree the nature and purpose of the support group 3.3 Establish with individuals the level and type of support they require to set up a group 3.4 Carry out own role as agreed to support the setting up of the group
<b>4. Be able to support individuals to run support groups</b>	4.1 Establish with individuals the support they need to run the group 4.2 Support the individual to operate safely 4.3 Support the individual to resolve conflicts

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>5. Be able to support individuals to evaluate support groups</b></p>	<p>5.1 Support the individual to monitor the group's activities and outcomes</p> <p>5.2 Support the individual to:</p> <p>5.3 Agree processes and criteria for evaluating the group's activities and outcomes</p> <p>5.4 Evaluate the group's activities and outcomes</p> <p>5.5 Report on the effectiveness of the support group in line with agreed ways of working</p>

### Amplification

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

### Additional unit guidance

NOS ref: SCDHSC0394

SFH identifier: SFH058

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

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Unit HSC 394

**Unit 71: Prepare to support individuals within a shared lives arrangement**

Unit number: M/601/9611

Credit: 4

GLH: 31

Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how shared lives arrangements can benefit individuals</b></p>	<p>1.1 Describe the potential benefits to individuals of being supported through a shared lives arrangement</p> <p>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</p>
<p><b>2. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals</b></p>	<p>2.1 Establish with the people organising the provision of a shared lives arrangement the information and support required by <b>key people</b> and self</p> <p>2.2 Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement</p> <p>2.3 Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement</p>
<p><b>3. Be able to address the potential impact on key people of providing a shared lives arrangement</b></p>	<p>3.1 Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual</p> <p>3.2 Establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual</p> <p>3.3 Agree any changes required in order to provide a shared lives arrangement for individuals</p> <p>3.4 Identify with key people strategies for dealing with any potential areas of conflict</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>4. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement</b>	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

### Amplification

**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 learner’s home
- Members of learner’s extended family
- Learner’s social networks
- Others who may be involved in the shared lives arrangement

### Additional unit guidance

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

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

This unit is mapped to Skills for Health NOS Unit HSC 333

**Unit 72: Support individuals to access and use services and facilities**

Unit number: T/616/6433  
 Credit: 4  
 GLH: 25  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand factors that influence individuals' access to services and facilities</b></p>	<p>1.1 Describe how accessing a range of services and facilities can be beneficial to an <b>individual's</b> well being</p> <p>1.2 Identify barriers that individuals may encounter in accessing services and facilities</p> <p>1.3 Describe ways of overcoming barriers to accessing services and facilities</p> <p>1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation</p>
<p><b>2. Be able to support individuals to select services and facilities</b></p>	<p>2.1 Work with individuals to identify services and facilities likely to meet their assessed needs</p> <p>2.2 Agree with individuals their preferred options for accessing services and facilities</p> <p>2.3 Work with individuals to select services or facilities that meet their assessed needs and <b>preferences</b></p>
<p><b>3. Be able to support individuals to access and use services and facilities</b></p>	<p>3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities</p> <p>3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities</p> <p>3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities</p>
<p><b>4. Be able to support individuals to review their access to and use of services and facilities</b></p>	<p>4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities</p> <p>4.3 Work with individuals and <b>others</b> to evaluate the support provided for accessing and using services or facilities within scope of own role</p> <p>4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role</p>

### Amplification

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref: SCDHSC0226

SFH identifier: SFH040

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

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

This unit is mapped to Skills for Health NOS Unit HSC 330

**Unit 73: Provide support for individuals within a shared lives arrangement**

Unit number: J/601/9601  
 Credit: 5  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual</b></p>	<p>1.1 Explain the importance of ‘getting to know’ the individual</p> <p>1.2 Identify sources of information that can inform the process</p> <p>1.3 Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences</p>
<p><b>2. Be able to identify how an individual’s needs can be met through a shared lives arrangement</b></p>	<p>2.1 Work with the individual and others to assess how identified requirements can be met within the shared lives arrangement</p> <p>2.2 Work with the individual and others to identify factors that may affect the individual’s integration into the home environment</p>
<p><b>3. Know how to address potential power imbalances in a shared lives arrangement</b></p>	<p>3.1 Explain how sharing own home may create a sense of power imbalance between an individual, self and <b>key people</b></p> <p>3.2 Identify ways that potential power imbalances may be addressed to promote full membership of the household</p> <p>3.3 Identify strategies that could be used to address conflicts and disagreements</p>
<p><b>4. Be able to assist individuals to adjust to the home environment</b></p>	<p>4.1 Provide a welcoming and supportive environment for an individual with the help of key people</p> <p>4.2 Provide opportunities for the individual to meet and get to know key people</p> <p>4.3 Support the individual to settle into the home environment</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	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
<b>5. Be able to support key people to adjust to a shared lives arrangement</b>	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
<b>6. Be able to contribute to on-going review of the shared lives arrangement</b>	6.1 Provide regular feedback on the shared lives arrangement in line with <b>agreed ways of working</b> 6.2 Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

### Amplification

**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 learner's home
- Members of learner's extended family

- Learner's social networks
- Others who may be involved in the shared lives arrangement

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

#### **Additional unit guidance**

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

Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Unit HSC 334

**Unit 74: Support individuals in their relationships**

Unit number: R/601/8578  
 Credit: 4  
 GLH: 27  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships</b></p>	<p>1.1 Analyse reasons why <b>individuals</b> may find it difficult to establish or maintain relationships</p> <p>1.2 Describe types of legal restriction or requirement that may affect <b>individuals</b> relationships</p> <p>1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided</p> <p>1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships</p>
<p><b>2. Be able to support individuals to identify beneficial relationships</b></p>	<p>2.1 Support an individual to understand the likely benefits of positive relationships</p> <p>2.2 Support the individual to recognise when a relationship may be detrimental or harmful</p> <p>2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them</p>
<p><b>3. Be able to support individuals to develop new relationships</b></p>	<p>3.1 Describe types of support and information an individual may need in order to extend their social network</p> <p>3.2 Establish with an individual the type and level of support needed to develop a new relationship</p> <p>3.3 Provide agreed support and information to develop the relationship</p> <p>3.4 Encourage continued participation in actions and activities to develop the relationship</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to support individuals to maintain existing relationships</b></p>	<p>4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends</p> <p>4.2 Establish with an individual the type and level of support needed to maintain the relationship</p> <p>4.3 Provide agreed support to maintain the relationship</p>
<p><b>5. Be able to work with individuals to review the support provided for relationships</b></p>	<p>5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been</p> <p>5.2 Collate <b>information</b> about the relationship and the support provided</p> <p>5.3 Work with the individual and <b>others</b> to review and revise the support provided</p> <p>5.4 Report and record in line with <b>agreed ways of working</b></p>

### Amplification

**Relationships** may include:

- Family relationships
- Friendships
- Social networks
- Moved to here.

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

**Information** may include:

- Feedback from the individual and others
- Observations
- Records

**Others** may include:

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

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

### **Additional unit guidance**

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

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.

This unit is mapped to Skills for Health NOS Units HSC331

**Unit 75: Facilitate person-centered assessment, planning, implementation and review**

Unit number: H/601/8049  
 Credit: 6  
 GLH: 45  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles of person centred assessment and care planning</b></p>	<p>1.1 Explain the importance of a holistic approach to assessment and planning of care or support</p> <p>1.2 Describe ways of supporting the <b>individual</b> to lead the assessment and planning process</p> <p>1.3 Describe ways the assessment and planning process or documentation can be adapted to maximise an individual’s ownership and control of it</p>
<p><b>2. Be able to facilitate person centred assessment</b></p>	<p>2.1 Establish with the individual a partnership approach to the assessment process</p> <p>2.2 Establish with the individual how the process should be carried out and who else should be involved in the process</p> <p>2.3 Agree with the individual and <b>others</b> the intended outcomes of the assessment process and <b>care plan</b></p> <p>2.4 Ensure that assessment takes account of the individual’s strengths and aspirations as well as needs</p> <p>2.5 Work with the individual and others to identify support requirements and preferences</p>
<p><b>3. Be able to contribute to the planning of care or support</b></p>	<p>3.1 Take account of <b>factors</b> that may influence the type and level of care or support to be provided</p> <p>3.2 Work with the individual and others to explore <b>options and resources</b> for delivery of the plan</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Contribute to agreement on how component parts of a plan will be delivered and by whom</p> <p>3.4 Record the plan in a suitable format</p>
<b>4. Be able to support the implementation of care plans</b>	<p>4.1 Carry out assigned aspects of a care plan</p> <p>4.2 Support others to carry out aspects of a care plan for which they are responsible</p> <p>4.3 Adjust the plan in response to changing needs or circumstances</p>
<b>5. Be able to monitor a care plans</b>	<p>5.1 Agree methods for monitoring the way a care plan is delivered</p> <p>5.2 Collate monitoring information from agreed sources</p> <p>5.3 Record changes that affect the delivery of the care plan</p>
<b>6. Be able to facilitate a review of care plans and their implementation</b>	<p>6.1 Seek agreement with the individual and others about:</p> <ul style="list-style-type: none"> <li>• who should be involved in the review process</li> <li>• criteria to judge effectiveness of the care plan</li> </ul> <p>6.2 Seek feedback from the individual and others about how the plan is working</p> <p>6.3 Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives</p> <p>6.4 Work with the individual and others to agree any <b>revisions</b> to the plan</p> <p>6.5 Document the review process and revisions as required</p>

### Amplification

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

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

**Others** may include:

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

**Factors** may include:

- Feasibility of aspirations
- Beliefs, values and preferences of the individual
- Risks associated with achieving outcomes
- Availability of services and other support options

**Options and resources** should consider:

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

**Revisions** may include:

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

**Additional unit guidance**

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment

This unit is mapped to Skills for Health NOS Units HSC328 and HSC329

**Unit 76: Support individuals to live at home**

Unit number: T/616/6447  
 Credit: 4  
 GLH: 29  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles of supporting individuals to live at home</b></p>	<p>1.1 Describe how being supported to live at home can benefit an individual</p> <p>1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home</p> <p>1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home</p> <p>1.4 Explain how risk management contributes to supporting individuals to live at home</p>
<p><b>2. Be able to contribute to planning support for living at home</b></p>	<p>2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home</p> <p>2.2 Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met</p> <p>2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them</p>
<p><b>3. Be able to work with individuals to secure additional services and facilities to enable them to live at home</b></p>	<p>3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home</p> <p>3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks</p> <p>3.3 Contribute to completing paperwork to apply for required resources, facilities and</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>services, in a way that promotes active participation</p> <p>3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities</p>
<p><b>4. Be able to work in partnership to introduce additional services for individuals living at home</b></p>	<p>4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home</p> <p>4.2 Introduce the individual to new resources, services, facilities or support groups</p> <p>4.3 Record and report on the outcomes of additional support measures in required ways</p>
<p><b>5. Be able to contribute to reviewing support for living at home</b></p>	<p>5.1 Work with the individual and others to agree methods and timescales for on-going review</p> <p>5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support</p> <p>5.3 Work with the individual and others to agree revisions to the support provided</p>

### Amplification

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual person's well-being

**Needs** may include:

- personal
- physical
- financial
- social

### Additional unit guidance

NOS ref: SCDHSC0343 Support individuals to live at home  
SFH identifier: SFH177

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

Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.

**Unit 77: Support individuals to manage their finances**

Unit number: F/616/7455  
 Credit: 3  
 GLH: 20  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Know how to access information and advice about financial affairs</b></p>	<p>1.1 Identify sources of information and advice about methods and services for managing personal finances</p> <p>1.2 Identify sources of information and advice about benefits and allowances</p> <p>1.3 Describe the role of <b>others</b> who may be involved in supporting individuals to manage their own finances</p> <p>1.4 Describe how and when to access specialist expertise in relation to managing financial affairs</p> <p>1.5 Explain how to access advice on safeguarding against financial abuse</p>
<p><b>2. Be able to provide support for individuals to manage their finances</b></p>	<p>2.1 Identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances</p> <p>2.2 Work with the <b>individual</b> to identify the skills they have for managing their own finances</p> <p>2.3 Identify an individual's preferred methods and services for managing their finances</p> <p>2.4 Provide support for managing finances in a way that promotes <b>active participation</b> and safeguards the individual</p> <p>2.5 Contribute to records and reports in relation to finances in line with agreed ways of working</p>
<p><b>3. Be able to contribute to applying for financial assistance</b></p>	<p>3.1 Provide support for an individual to check the benefits and allowances they are entitled to</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
<b>4. Be able to contribute to reviewing support for managing finances</b>	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances 4.2 Work with the individual to evaluate methods, services and support for managing finances 4.3 Agree with the individual any changes to methods, services and support for managing finances 4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support 4.5 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

### Amplification

**Others** may include:

- Team members
- Other colleagues
- Families, carers and advocates

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

**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

### Additional unit guidance

NOS ref: SCDHSC0345

SFH identifier: SFH022

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



**Unit 78: Support individuals to access and manage direct payments**

Unit number: J/616/7456

Credit: 4

GLH: 20

Level: 4

**Unit Introduction**

This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the role of direct payments</b></p>	<p>1.1 Explain the purpose of direct payments</p> <p>1.2 Explain legislation and policies relating to direct payments for providing care and support</p> <p>1.3 Identify the range of services for which direct payments may be used</p> <p>1.4 Explain the term personalisation in relation to direct payments</p>
<p><b>2. Be able to support individuals to decide whether to use direct payments</b></p>	<p>2.1 Identify sources of information and advice about using direct payments</p> <p>2.2 Identify the conditions that need to be met for the <b>individual</b> to be eligible for direct payments</p> <p>2.3 Provide information and advice about direct payments in a way that is accessible to an individual and <b>others</b></p> <p>2.4 Access specialist guidance about using direct payments</p> <p>2.5 Work with the individual and others to assess:</p> <p>2.6 whether a direct payment would be beneficial in meeting the individual's needs</p> <p>2.7 the level and type of support needed to manage the direct payment</p>
<p><b>3. Be able to provide support to select services to be purchased with direct payments</b></p>	<p>3.1 Provide accessible information about services that are likely to meet the individual's needs</p> <p>3.2 Work with the individual and others to select support that meets their needs within resources available</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.3 Support the individual to check and understand documents produced by service providers selected
<b>4. Be able to provide support for completing paperwork associated with direct payments</b>	<p>4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes <b>active participation</b></p> <p>4.2 Support the individual to make payments for services purchased, in a way that promotes active participation</p> <p>4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation</p>
<b>5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments</b>	<p>5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments</p> <p>5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments</p> <p>5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts</p>
<b>6. Be able to contribute to reviewing the support provided through direct payments</b>	<p>6.1 Agree with the individual any support needs and the required support to be purchased</p> <p>6.2 Work with the individual and others to evaluate the support they have purchased</p> <p>6.3 Agree and record any changes needed to the support purchased</p> <p>6.4 Provide feedback to organisations about the support purchased</p>
<b>7. Be able to contribute to reviewing the management of direct payments</b>	<p>7.1 Work with the individual and others to review the management of the direct payment</p> <p>7.2 Agree and record any changes to the type and level of support needed for managing a direct payment</p> <p>7.3 Provide feedback to people and organisations about the management of the individual's direct payment</p>

### Amplification

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**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

### Additional unit guidance

NOS ref: SCDHSC0346

SFH identifier: SFH055

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

**Unit 79: Support individuals to access housing and accommodation services**

Unit number: Y/616/6490  
 Credit: 4  
 GLH: 31  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand support available to access housing and accommodation services</b></p>	<p>1.1 Identify sources of funding and benefits that are available for <b>housing and accommodation</b> services</p> <p>1.2 Analyse the range of housing and accommodation services available</p> <p>1.3 Explain how and where to access specialist information and advice about housing and accommodation services</p>
<p><b>2. Be able to work with individuals to identify housing and accommodation services that meet their needs</b></p>	<p>2.1 Work with an <b>individual</b> to identify their accommodation requirements</p> <p>2.2 Work with the individual to understand the range of accommodation services that could meet their needs</p> <p>2.3 Support the individual to understand requirements that may be made by housing and accommodation services</p>
<p><b>3. Be able to work with individuals to plan to access housing and accommodation services</b></p>	<p>3.1 Work with the individual and <b>others</b> to agree a plan for accessing housing and accommodation services</p> <p>3.2 Establish with an individual which housing and accommodation services will be approached</p>
<p><b>4. Be able to work with individuals to access housing and accommodation services</b></p>	<p>4.1 Support the individual to prepare to attend meetings with housing and accommodation services</p> <p>4.2 Work with the individual to provide accurate and complete information to express their requirements and <b>preferences</b></p> <p>4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services
<b>5. Be able to work with housing and accommodation services to meet the needs of individuals</b>	5.1 Provide housing and accommodation services with information about own role and responsibilities 5.2 Contact housing and accommodation staff over a prolonged period of time 5.3 Show how continued contact is appropriate to ensure individual needs are being met
<b>6. Be able to contribute to the review of housing and accommodation services for individuals</b>	6.1 Work with the individual and others to: <ul style="list-style-type: none"> <li>• monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>• identify any additional support needed</li> </ul> 6.2 Consult with others about any problems and proposed solutions 6.3 Record and report on the review in line with agreed ways of working

### Amplification

**Housing and accommodation** covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Preferences** may be based on:

- beliefs
- values
- culture

### **Additional unit guidance**

NOS ref: SCDHSC0349

SFH identifier: SFH090

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

This unit is mapped to Skills for Health NOS Unit HSC 349

### **Unit 80: Support individuals to deal with personal relationship problems**

Unit number: R/601/8581  
 Credit: 4  
 GLH: 26  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to manage relationship problems.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Be able to support individuals to assess relationship problems</b>	1.1 Describe <b>problems</b> that may arise within relationships and the potential effects on an individual’s well-being 1.2 Work with an <b>individual</b> and <b>others</b> to identify possible problems in a relationship 1.3 Work with the individual and others to analyse the causes of a relationship problem
<b>2. Be able to support individuals to overcome relationship problems</b>	2.1 Establish with the individual and others the level and type of support needed to overcome problems in a relationship the individual wishes to maintain 2.2 Agree with the individual and others the best way to maintain the relationship while managing risks 2.3 Carry out <b>agreed support</b> for overcoming a relationship problem
<b>3. Know how and when to access specialist support about relationship problems</b>	3.1 Describe circumstances that would require additional or specialist advice when supporting an individual to manage a difficult relationship 3.2 Identify specialist information and support for a range of relationship problems 3.3 Describe how to access specialist information or support to help address relationship problems
<b>4. Know how to support individuals to end unhelpful relationships</b>	4.1 Describe types of support individuals may need in order to end an unhelpful relationship

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Explain how to establish with an individual the type and level of support needed to end a relationship  4.3 Describe ways to support an individual to cope with any distress when a relationship ends
<b>5. Be able to evaluate the support provided for relationship problems</b>	5.1 Establish with the individual and others the criteria for evaluating the effectiveness of support for a relationship problem  5.2 Collate <b>information</b> about the relationship and the support provided  5.3 Work with the individual to evaluate the effectiveness of the support provided to address the relationship problem  5.4 Work with the individual and others to revise the support provided

### Amplification

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

#### **Additional unit guidance**

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 1, 2 and 5 must be assessed in real work environment but in ways that do not intrude on the individual's privacy.

This unit is mapped to Skills for Health NOS Unit HSC 356

**Unit 81: Support individuals with specific communication needs**

Unit number: F/616/6502  
 Credit: 5  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand an individual’s specific communication needs</b></p>	<ul style="list-style-type: none"> <li>1.1 Explain the importance of meeting an <b>individual’s</b> communication needs</li> <li>1.2 Explain how and when to access information and support in relation to <b>communication needs</b></li> <li>1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs</li> <li>1.4 Identify a range of communication methods and aids to support individuals to communicate</li> <li>1.5 Analyse features of the environment that impact on communication</li> <li>1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system</li> <li>1.7 Describe the potential effects on an individual of having unmet communication needs</li> </ul>
<p><b>2. Understand how to support the use of communication technology and aids</b></p>	<ul style="list-style-type: none"> <li>2.1 Identify specialist services relating to communication technology and aids</li> <li>2.2 Describe types of support that an individual may need in order to use communication technology and aids</li> <li>2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>3. Be able to contribute to identifying and addressing specific communication needs of individuals</b>	3.1 Work in partnership with the individual and others to identify the individual's communication needs 3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs
<b>4. Be able to interact with individuals using their preferred communication method</b>	4.1 Prepare the environment to facilitate communication 4.2 Use agreed methods of communication to interact with the individual 4.3 Monitor the individual's responses during and after the interaction 4.4 Adapt own practice to improve communication with the individual
<b>5. Be able to promote communication between individuals and others</b>	5.1 Support the individual to develop communication methods 5.2 Provide opportunities for the individual to communicate with others 5.3 Support others to be understood by the individual 5.4 Support others to understand the individual
<b>6. Be able to review an individual's communication needs and the support provided</b>	6.1 Collate information in relation to an individual's communication and the support provided 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided 6.3 Work with others to support the continued development of communication

### Amplification

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

**Communication needs** may include:  
 different language, hearing loss (both minor and major), learning difficulties, find speech difficult,

Examples of communication techniques – sign language, speed of verbal communication, volume of verbal communication, body language, written instead of verbal, listening

#### **Additional unit guidance**

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

Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

**Unit 82: Support individuals during a period of change**

Unit number: R/616/6438  
 Credit: 4  
 GLH: 29  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand reasons for and responses to change</b></p>	<p>1.1 Describe types of change that may occur in the course of an <b>individual's</b> life</p> <p>1.2 Analyse factors that can make the change process a positive or a negative experience</p> <p>1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively</p>
<p><b>2. Be able to support individuals to plan how to manage or adapt to change</b></p>	<p>2.1 Gain <b>valid consent</b> to work with individuals and <b>others</b> to identify recent or imminent changes affecting them</p> <p>2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication</p> <p>2.3 Work with the individual and others to plan how to adapt to or manage the change</p> <p>2.4 Explain the importance of both practical support and emotional support during a time of change</p> <p>2.5 Identify and agree roles and responsibilities for supporting a period of change</p>
<p><b>3. Be able to support individuals to manage or adapt to change</b></p>	<p>3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote <b>active participation</b></p> <p>3.2 Provide information and advice to support the individual to manage change</p> <p>3.3 Support the individual to express <b>preferences</b> and anxieties when going through change</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.4 Adapt support methods to take account of preferences or anxieties</p> <p>3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change</p>
<b>4. Be able to evaluate the support provided during a period of change</b>	<p>4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved</p> <p>4.2 Work with the individual and others to identify positive and negative aspects of a change</p> <p>4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process</p> <p>4.4 Record and report on the effectiveness of support for the change process</p>

### Amplification

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

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**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.

**Preferences** may be based on:

- beliefs
- values
- culture

### Additional unit guidance

This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

**Unit 83: Support individuals to prepare for and settle in to new home environments**

Unit number: A/616/6501  
 Credit: 3  
 GLH: 23  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle into new home environments.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand factors affecting a move to a new home environment</b></p>	<p>1.1 Identify reasons why <b>individuals</b> may move to a new home environment</p> <p>1.2 Explain the effects that moving may have on an individual and their personal relationships</p> <p>1.3 Analyse strategies that can help a move to go smoothly</p>
<p><b>2. Be able to support individuals to prepare to move into new home environments</b></p>	<p>2.1 Access information and advice to support an individual to move and settle into a new home environment</p> <p>2.2 Provide an individual and others with information about the proposed new home environment</p> <p>2.3 Work with the individual and others to plan for the move</p> <p>2.4 Support the individual to express their feelings about the move and any concerns they may have</p> <p>2.5 Use strategies to address concerns</p>
<p><b>3. Be able to support individuals to settle into new home environments</b></p>	<p>3.1 Support the individual to familiarise themselves with the new environment and living arrangements</p> <p>3.2 Support the individual to explore opportunities to:</p> <p>3.3 maintain existing social networks and/or</p> <p>3.4 create new social networks</p> <p>3.5 Support the individual to adjust to living with new people or to living alone</p> <p>3.6 Work with the individual and others to identify and agree any changes that will help the individual to feel</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	more comfortable in the new home environment
<b>4. Be able to support individuals to review the impact of new home environments</b>	4.1 Work with the individual and others to agree a process to review the move 4.2 Work with the individual to review positive and negative effects of the move 4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties 4.4 Agree any additional resources, facilities and support required 4.5 Record and report on the outcomes of the move, in line with <b>agreed ways of working</b>

#### Amplification

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

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.

#### Additional unit guidance

NOS ref: SCDHSC0343  
SFH identifier: SFH160

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



**Unit 84: Support individuals who are bereaved**

Unit number: Y/616/6442  
 Credit: 4  
 GLH: 30  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the effects of bereavement on individuals</b>	1.1 Describe how an <b>individual</b> may feel immediately following the death of a loved one 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan
<b>2. Understand principles for supporting individuals who are bereaved</b>	2.1 Compare theories of bereavement 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement 2.3 Explain importance of empathy in supporting a bereaved individual
<b>3. Be able to support individuals to express their response to loss</b>	1 Create an environment where the individual has privacy to express their emotions 2 Use active listening skills to support the individual to express their thoughts, feelings and distress
<b>4. Be able to support individuals who are bereaved</b>	4.1 Assess the individual's level of distress and their capacity for resilience 4.2 Agree a programme of support with the individual and <b>others</b> 4.3 Carry out own role within the support programme 4.4 Support the individual to identify any changes they may need to make as a result of their loss 4.5 Explain the importance of working at the individual's pace during the bereavement journey

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.6 Support the individual to manage conflicting emotions, indecision or fear of the future
<b>5. Understand the role of specialist agencies in supporting individuals who are bereaved</b>	5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved 5.2 Describe how to assess whether a bereaved individual requires specialist support 5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency
<b>6. Be able to manage own feelings when providing support for individuals who are bereaved</b>	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved 6.2 Use <b>support systems</b> to help manage own feelings

### Amplification

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Active Listening** includes:

- Ability to pick up on non-verbal cues
- Listening for key words as signposts to emotions
- Understanding the meaning of silence
- Using body language and facial expression to indicate interest and empathy

**Support systems** refers to a network of people who provide an individual with practical or emotional *support*

### Additional unit guidance

NOS ref : SCDHSC0384  
SFH identifier: SFH005

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

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

**Unit 85: Work in partnership with families to support individuals**

Unit number: A/616/6448  
 Credit: 3  
 GLH: 27  
 Level: 3

**Unit Introduction**

This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand partnership working with families and family members in care and/or support</b>	1.1 Describe the contribution <b>families and family members</b> have in caring for and/or supporting individuals 1.2 Identify factors that may affect the level of involvement of family members 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families 1.4 Explain how the attitudes of a worker affect partnership working
<b>2. Be able to establish and maintain positive relationships with families and family members in care and/or support</b>	2.1 Interact with family members in ways that respect their culture, values, experiences and expertise 2.2 Show dependability in carrying out actions agreed with families 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
<b>3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support</b>	3.1 Agree with the <b>individual</b> , family members and <b>others</b> the desired outcomes of partnership working within scope of own role 3.2 Clarify own role, role of family members and roles of others in supporting the individual 3.3 Support family members to understand person centred approaches and <b>agreed ways of working</b> 3.4 Plan ways to manage risks associated with sharing care or support within scope of own role

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role
<b>4. Be able to work with families to access support in their role as carers</b>	4.1 Identify the support required from families to fulfil their role 4.2 Provide accessible information about available resources for support 4.3 Work with family members to access resources for support
<b>5. Be able to exchange and record information about partnership work with families</b>	5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences</li> </ul> 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working</li> </ul>
<b>6. Be able to contribute to reviewing partnership work with families</b>	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role 6.2 Involve the individual and family members in the reviews
<b>7. Be able to provide feedback about support for families</b>	7.1 Provide feedback to others about the support accessed by family members 7.2 Report on any gaps in the provision of support for family members 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

### Amplification

**Families and family members** may include:

- Parents
- Legal guardians/those with legal responsibility
- Siblings
- Grandparents

- Step-parents
- Other relatives

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

#### Additional unit guidance

NOS ref: SCDHSC387, SCDHSC388  
SFH identifier: SFH056

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

**Unit 86: Promote positive behaviour**

Unit number: F/616/6483  
 Credit: 6  
 GLH: 44  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support</b>	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
<b>2. Be able to promote positive behaviour</b>	2.1 Explain a range of factors associated with challenging behaviours 2.2 Highlight, praise and support positive aspects of an <b>individual's</b> behaviour in order to reinforce positive behaviour 2.3 Demonstrate how to model to others best practice in promoting positive behaviour 2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour
<b>3. Understand the context and use of proactive and reactive strategies</b>	3.1 Explain the difference between proactive and reactive strategies 3.2 Identify the proactive and reactive strategies 3.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour 3.4 Explain the importance of maintaining a person or child centred approach when using proactive strategies 3.5 Explain the importance of reinforcing positive behaviour with individuals 3.6 Evaluate the impact of using reactive rather than proactive strategies on an individual's well being
<b>4. Understand the use of restrictive interventions</b>	4.1 Define restrictive interventions

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Explain when restrictive interventions may and may not be used</p> <p>4.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour</p> <p>4.4 Describe safeguards that must be in place if restrictive interventions are used</p> <p>4.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used</p>
<p><b>5. Be able to respond appropriately to incidents of challenging behaviour</b></p>	<p>5.1 Identify types of challenging behaviours</p> <p>5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>5.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour</p> <p>5.4 Complete records following an incident of challenging behaviour</p>
<p><b>6. Be able to support individuals and others following an incident of challenging behaviour</b></p>	<p>6.1 Support an individual to return to a calm state following an incident of challenging behaviour</p> <p>6.2 Describe how to support an individual to reflect on an incident, to include:</p> <ul style="list-style-type: none"> <li>• How they were feeling at the time prior to and directly before the incident</li> <li>• Their behaviour</li> <li>• The consequences of their behaviour</li> <li>• How they were feeling after the incident</li> </ul> <p>6.3 Describe the complex feelings that may be experienced by <b>others</b> involved or witnessing an incident of challenging behaviour</p> <p>6.4 Debrief others involved in an incident of challenging behaviour</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
<b>7. Be able to review and revise approaches to promoting positive behaviour</b>	7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour  7.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities  7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

### Amplification

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref: SCDHSC0398

SFH identifier: SFH038

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

Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment.

**Unit 87: Support use of medication in social care settings**

Unit number: F/601/4056  
 Credit: 5  
 GLH: 40  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the legislative framework for the use of medication in social care settings</b>	1.1. Identify <b>legislation</b> that governs the use of medication in social care settings 1.2. Outline the legal classification system for medication 1.3. Explain how and why policies and procedures or <b>agreed ways of working</b> must reflect and incorporate legislative requirements
<b>2. Know about common types of medication and their use</b>	2.1 Identify common types of medication 2.2 List conditions for which each type of medication may be prescribe 2.3 Describe changes to an individual’s physical or mental well-being that may indicate an adverse reaction to a medication
<b>3. Understand roles and responsibilities in the use of medication in social care settings</b>	3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 Explain where responsibilities lie in relation to use of ‘over the counter’ remedies and supplements
<b>4. Understand techniques for administering medication</b>	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
<b>5. Be able to receive, store and dispose of medication supplies safely</b>	5.1 Demonstrate how to receive supplies of medication in line with agreed ways of working

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.2 Demonstrate how to store medication safely 5.3 Demonstrate how to dispose of un-used or unwanted medication safely
<b>6. Know how to promote the rights of the individual when managing medication</b>	6.1 Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> <li>• consent</li> <li>• self-medication or <b>active participation</b></li> <li>• dignity and privacy</li> <li>• confidentiality</li> </ul> 6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication 6.3 Describe how ethical issues that may arise over the use of medication can be addressed
<b>7. Be able to support use of medication</b>	7.1 Demonstrate how to access information about an individual's medication 7.2 Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation 7.3 Demonstrate strategies to ensure that medication is used or administered <b>correctly</b> 7.4 Demonstrate how to address any <b>practical difficulties</b> that may arise when medication is used 7.5 Demonstrate how and when to access further information or support about the use of medication
<b>8. Be able to record and report on use of medication</b>	8.1 Demonstrate how to record use of medication and any changes in an individual associated with it 8.2 Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working

## Amplification

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

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

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

Using medication **correctly** must ensure that the individual receives:

- The correct medication
- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

**Practical difficulties** may include:

- Lost medication
- Missed medication
- Spilt medication
- An individual's decision not to take medication
- Difficulty in taking medication in its prescribed form
- Wrong medication used
- Vomiting after taking medication
- Adverse reaction
- Discrepancies in records or directions for use

**Legislation** that may be covered:

- Human Medication regulation 2012, 2015 links to Medicine Act 1968
- Control Of Substances Hazardous Health 2002
- Health and Social Care Act 2008
- Misuse of medication Act 1971
- Data Protection Act 1998

## Additional unit guidance

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

This unit is mapped to Skills for Health NOS Units HSC375 HSC221 HSC236  
Learning outcomes 5, 7 and 8 must be assessed in the workplace.

**Unit 88: Support individuals at the end of life**

Unit number: Y/616/6439  
 Credit: 6  
 GLH: 50  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the aims and principles of end of life care</b></p>	<p>1.1 Explain the aims and principles of end of life care</p> <p>1.2 Analyse the impact of national and local drivers on current approaches to end of life care</p> <p>1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care</p> <p>1.4 Identify the <b>key people</b> and services who may be involved in delivery of end of life care</p> <p>1.5 Explain the concept of holistic care at the end of life</p> <p>1.6 Describe the triggers that suggest <b>individuals</b> are nearing the end of life</p>
<p><b>2. Understand factors affecting end of life care</b></p>	<p>2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death</p> <p>2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care</p> <p>2.3 Explain why support for an individual's health and <b>well-being</b> may not always relate to their terminal condition</p>
<p><b>3. Understand advance care planning in relation to end of life care</b></p>	<p>3.1 Describe the benefits to an individual of having as much control as possible over their end of life care</p> <p>3.2 Explain the purpose of advance care planning in relation to end of life care</p> <p>3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care</p> <p>3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to provide support to individuals and key people during end of life care</b></p>	<p>4.1 Support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 Provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period</p> <p>4.4 Provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 Give examples of how an individual's well-being can be enhanced by:</p> <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative/complementary therapies</li> </ul> <p>4.6 Contribute to partnership working with key people to support the individual's well-being</p>
<p><b>5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care</b></p>	<p>5.1 Explain why support for spiritual needs may be especially important at the end of life</p> <p>5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life</p>
<p><b>6. Be able to support individuals through the process of dying</b></p>	<p>6.1 Carry out own role in an individual's care</p> <p>6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways</p> <p>6.3 Adapt support to reflect the individual's changing needs or responses</p>
<p><b>7. Be able to take action following the death of individuals</b></p>	<p>7.1 Explain why it is important to know about an individual's wishes for their after-death care</p> <p>7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working</p> <p>7.3 Describe ways to support key people immediately following an individual's death</p>
<p><b>8. Be able to manage own feelings in relation to the dying or death of individuals</b></p>	<p>8.1 Identify ways to manage own feelings in relation to an individual's dying or death</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

### Amplification / Indicative content

**Key people** may include:

- family members
- friends
- others who are important to the wellbeing of the individual

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

**Wellbeing** may include aspects that are:

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

### Additional unit guidance

NOS ref: SCDHSC0385

SFH identifier: SFH165

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

Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

**Unit 89: Prepare environments and resources for use during healthcare activities**

Unit number: R/601/8824  
 Credit: 3  
 GLH: 20  
 Level: 2

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare and manage environments and resources for use during healthcare activities</b></p>	<p>1.1 Explain how the environment is prepared, maintained and cleaned to ensure it is ready for the healthcare activity</p> <p>1.2 Describe the roles and responsibilities of team members in the preparation and management of the environment and resources</p> <p>1.3 Explain how to investigate, make the necessary adjustments to and report problems with the environment</p> <p>1.4 Describe the impact of environmental changes on resources including their storage and use</p>
<p><b>2. Be able to prepare environments, medical equipment, devices and resources for use during healthcare activities</b></p>	<p>2.1 Apply health and safety measures relevant to the healthcare activity and environment</p> <p>2.2 Apply standard precautions for infection prevention and control</p> <p>2.3 Ensure conditions within the immediate environment are set at levels which maintain individual comfort</p> <p>2.4 Ensure that all essential resources are available in advance of planned healthcare activities</p> <p>2.5 Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out</p> <p>2.6 Report any problems with medical equipment, devices and resources as required</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Demonstrate the relevant equipment and medical devices are selected, prepared and functioning within the agreed parameters prior to use  2.8 Prepare resources for the activity in line with clinical governance
<b>3. Be able to ensure that environments and resources are ready for their next intended use</b>	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 Clean and make safe re-useable items prior to storage in accordance with agreed policies  3.4 Dispose of used, damaged or out of date items safely  3.5 Return 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 Ensure all information is accurately recorded as specified in local policies

**Additional unit guidance**

This unit is mapped to Skills for Health NOS Unit HSC 360 (Gen 6)

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

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

**Unit 90: Prepare for and carry out extended feeding techniques**

Unit number: L/616/7457  
 Credit: 4  
 GLH: 27  
 Level: 3

**Unit Introduction**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals’ nutritional and fluid intake.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand legislation and agreed ways of working when using extended feeding techniques</b>	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding 1.2 Explain the importance of following procedures exactly as specified
<b>2. Understand anatomy and physiology in relation to extended feeding</b>	2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding 2.2 Explain the importance of fluid and nutritional balance to the health of individuals 2.3 Describe conditions where feeding may be undertaken by extended methods
<b>3. Understand extended feeding techniques</b>	3.1 Explain techniques for extended feeding 3.2 Describe equipment and materials that may be used for extended feeding 3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences 3.4 Describe how to recognise and deal with adverse reactions which may occur: <ul style="list-style-type: none"> <li>• During procedures</li> <li>• Following procedures</li> </ul>
<b>4. Be able to manage risks relating to extended feeding</b>	4.1 Identify potential risks associated with extended feeding 4.2 Describe the potential sources and consequences of contamination related to extended feeding 4.3 Explain why it is important to:

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>• Maintain the correct level of cleanliness</li> <li>• Pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area</li> </ul> <p>4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure</p> <p>4.5 Dispose of:</p> <ul style="list-style-type: none"> <li>• Used equipment, materials and feeds</li> <li>• Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working</li> </ul>
<p><b>5. Be able to prepare for extended feeding</b></p>	<p>5.1 Ensure that adequate and relevant fluids, feeds and equipment are available</p> <p>5.2 Confirm the identity of the <b>individual</b> prior to carrying out the activity</p> <p>5.3 Obtain <b>valid consent</b> from the individual prior to carrying out the planned activity</p> <p>5.4 Confirm equipment and materials are:</p> <ul style="list-style-type: none"> <li>• appropriate to the procedure</li> <li>• fit for purpose</li> </ul> <p>5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding</p>
<p><b>6. Be able to carry out and complete extended feeding techniques</b></p>	<p>6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual</p> <p>6.2 Carry out extended feeding safely and according to the individual's plan of care</p> <p>6.3 Observe the individual throughout the activity and respond to any adverse reactions</p> <p>6.4 Ensure the comfort of the individual following extended feeding</p>
<p><b>7. Be able to maintain records and report on extended feeding</b></p>	<p>7.1 Complete required records</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>7.2 Identify <b>others</b> who may be involved in reviewing the nutritional and fluid intake of an individual</p> <p>7.3 Report any findings about the process and the individual which may have an impact on the care plan</p>

### Amplification / Indicative content

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

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref :CHS17

SFH identifier: SFH009

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

**Unit 91: Undertake tissue viability risk assessments**

Unit number: K/616/6221  
 Credit: 3  
 GLH: 16  
 Level: 3

**Unit Introduction**

The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the need for tissue viability risk assessment</b></p>	<p>1.1 Describe the anatomy and physiology of healthy skin</p> <p>1.2 Describe the changes that occur when damage caused by pressure develops</p> <p>1.3 Explain when an initial tissue viability risk assessment may be required</p> <p>1.4 Describe what to look for when assessing the condition of the skin</p> <p>1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown</p> <p>1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown</p>
<p><b>2. Be able to undertake tissue viability risk assessment</b></p>	<p>2.1 Identify <b>individuals</b> who may be at risk of impaired tissue viability and skin breakdown</p> <p>2.2 Apply standard precautions for infection prevention and control</p> <p>2.3 Inspect the general condition of an individual's skin</p> <p>2.4 Identify the sites where pressure damage might occur using appropriate assessment tools</p> <p>2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.6 Use safe handling techniques when assisting the individual to move during the assessment  2.7 Encourage the <b>active participation</b> of the individual and <b>others</b> where applicable
<b>3. Be able to record and report on tissue viability risk assessment</b>	3.1 Complete tissue viability risk assessment documentation  3.2 Share findings with appropriate staff and the individual  3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance
<b>4. Understand when the risk assessment should be reviewed</b>	4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated  4.2 Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate

### Amplification / Indicative content

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

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref: CHS4 SFH identifier: SFH179

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

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

**Unit 92: Undertake physiological measurements**

Unit number: H/616/6220  
 Credit: 3  
 GLH: 23  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	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 <b>physiological measurements may need to be adapted</b> for the individual
3. Be able to prepare to take physiological measurements	3.1 Explain to the <b>individual</b> 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 <b>valid consent</b>
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



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	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 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

#### Amplification / Indicative content

Physiological measurements may need to be adapted for the individual depending on their:

- size
- age
- stage of development

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

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

#### Additional unit guidance

NOS ref: CHS19.2012

SFH identifier: SFH145

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

### Unit 93: Obtain venous blood samples

Unit number: Y/616/6229  
 Credit: 3  
 GLH: 24  
 Level: 3

**Unit Introduction**

This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples</b>	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples
<b>2. Understand the anatomy and physiology relating to obtaining venous blood samples</b>	2.1 Describe the structure of venous blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting 2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures
<b>3. Be able to prepare to obtain venous blood samples</b>	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> 3.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>• is appropriate to their communication needs and abilities</li> <li>• provides relevant information</li> <li>• provides support and reassurance</li> <li>• addresses needs and concerns</li> <li>• is respectful of personal beliefs and <b>preferences</b></li> </ul> 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample 3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences
<b>4. Be able to obtain venous blood samples</b>	4.1 Apply health and safety measures relevant to the procedure and environment

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Apply standard precautions for infection control 4.3 Obtain the venous blood sample, to include: <ul style="list-style-type: none"> <li>• utilisation of blood collection equipment</li> <li>• utilisation of containers</li> <li>• required volume of blood</li> <li>• correct sequence when obtaining multiple samples</li> <li>• application and use of tourniquets at appropriate stages</li> <li>• stimulation of blood flow or selection of alternative site where necessary</li> <li>• utilisation of anti-coagulant with sample when necessary</li> </ul> 4.4 Respond to indications of adverse reactions or complications during the procedure 4.5 Explain the procedure to manage an arterial puncture 4.6 Terminate the blood collection procedure to include: <ul style="list-style-type: none"> <li>• removal of blood collection equipment</li> <li>• stopping blood flow</li> <li>• stopping bleeding</li> <li>• application of suitable dressing</li> <li>• personal care advice to the individual</li> </ul>
<b>5. Be able to prepare venous blood samples for transportation</b>	5.1 Label, package, transport and store blood samples

### Amplification

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

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

**Preferences** may be based on:

- beliefs
- values
- culture

**Additional unit guidance**

NOS ref: CHS132.2012

SFH identifier: SFH024

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

**Unit 94: Undertake urethral catheterisation processes**

Unit number: Y/616/7459  
 Credit: 4  
 GLH: 28  
 Level: 3

**Unit Introduction**

This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation</b>	1.5 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice 1.6 Identify the correct procedures relating to urethral catheterisation 1.7 Explain the conditions and constraints which might influence who undertakes this procedure and why 1.8 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff 1.9 Describe the ethical issues surrounding catheterisation, as applied to males and females
<b>2. Understand the relevant anatomy and physiology</b>	2.1 Describe the anatomy and physiology of the genito-urinary system of: <ul style="list-style-type: none"> <li>• male</li> <li>• female</li> </ul>
<b>3. Be able to prepare to insert urethral catheters</b>	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> 3.2 Identify the types of catheters that can be used 3.3 Select an appropriate catheter 3.4 Describe the local anaesthetic agents available for use when inserting urethral catheters
<b>4. Be able to insert urethral catheters</b>	4.1 Apply standard precautions for infection control 4.2 Apply health and safety measures relevant to the procedure and environment

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Insert the catheter safely and correctly, with minimal trauma to the individual including:</p> <ul style="list-style-type: none"> <li>• securing the catheter</li> <li>• adjust it correctly</li> <li>• attach it correctly to the appropriate drainage system</li> </ul>
<p><b>5. Be able to monitor and care for the urethral catheter after insertion</b></p>	<p>5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly</p> <p>5.2 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan</p> <p>5.3 Empty draining bags</p> <p>5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required</p> <p>5.5 Explain the appropriate action to remedy common problems when these arise</p>
<p><b>6. Be able to care for and support the individual during and after the procedure</b></p>	<p>6.1 Maintain the individual's comfort during and after the procedure</p> <p>6.2 Explain the adverse effects and the actions to minimise these</p> <p>6.3 Communicate information to the individual/carer on the care of the catheter and attachments</p>

#### Amplification

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

#### Additional unit guidance

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

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

This unit is mapped to Skills for Health NOS Unit CHS8

**Unit 95: Identify the physical health needs of individuals with mental health needs and plan appropriate actions**

Unit number: A/601/9174  
 Credit: 5  
 GLH: 35  
 Level: 4

**Unit Introduction**

This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to assess the physical health needs of individuals with mental health needs</b></p>	<p>1.1 Analyse how physical and mental health needs may be linked and may impact on one another</p> <p>1.2 Describe needs-led assessment and person-centred planning</p> <p>1.3 Describe legislation, policies and procedures that apply to the assessment process</p>
<p><b>2. Be able to carry out assessments of the physical health needs of individuals with mental health needs</b></p>	<p>2.1. Obtain <b>valid consent</b></p> <p>2.2. Carry out an assessment of an individuals' physical health needs in line with <b>agreed ways of working</b></p> <p>2.3. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>2.4. Explain why it is important to consider all information gathered during the assessment process as a whole</p> <p>2.5. Identify where the outcomes of the assessment require further advice, investigation or referral</p>
<p><b>3. Be able to record the outcome of assessments</b></p>	<p>3.1. Record assessments in line with agreed ways of working</p> <p>3.2. Explain why agreement on sharing of information with others may conflict with the wishes of the individual</p> <p>3.3. Discuss the content of the assessment records with the individual</p>
<p><b>4. Be able to plan actions needed following physical health assessments</b></p>	<p>4.1 Describe the actions that could be taken to meet the individual's needs identified by the assessment</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Identify the risks attached to various courses of action  4.3 Plan actions to be taken in line with agreed ways of working
<b>5. Be able to identify resources and services needed by individuals following physical health assessments</b>	5.1 Identify the resources and/or services required by the individual as a result of the assessment  5.2 Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources
<b>6. Be able to make referrals</b>	6.1 Obtain and record valid consent where referral is required  6.2 Make referrals in line with agreed ways of working  6.3 Describe why a referral may be refused

#### Amplification

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

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

#### Additional unit guidance

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

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment

This unit is mapped to Skills for Health NOS Unit HSC 364 (MH18)

#### Unit 96: Support families in maintaining relationships in their wider social structures

Unit number: K/601/9185

Credit: 4

GLH: 33



Level: 3

### Unit Introduction

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the importance of social interactions and relationships for families of people with specific needs</b>	1.1 Explain why social contacts are important and should be encouraged 1.2 Analyse the effects of isolation 1.3 Evaluate sources of information on social structures
<b>2. Understand the issues surrounding discrimination</b>	2.1 Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination 2.2 Analyse the forms which discrimination may take 2.3 Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings
<b>3. Be able to support families to access opportunities for social contact within their wider social structures</b>	3.1 Engage with a family in a way that encourages trust and mutual respect 3.2 Identify opportunities for social contact in a family's environment 3.3 Encourage a family to seek out services within their community 3.4 Support a family to use available services in the community
<b>4. Be able to support families to maintain social contacts within their wider social structures</b>	4.1 Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts 4.2 Provide a family with opportunities to discuss their experiences of maintaining relationships 4.3 Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination 4.4 Assist a family to overcome any problems they are experiencing in maintaining social

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>contacts in line with organisational policies and values</p> <p>4.5 Support a family in challenging any discrimination and barriers within services in their community</p> <p>4.6 Support a family in making any transitions when services become unavailable or no longer meet their needs</p>

<b>Additional unit guidance</b>
<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p> <p>This unit is mapped to Skills for Health NOS Unit HSC 390 (MH 12)</p>

**Unit 97: Work with families, carers and individuals during times of crisis**

Unit number: F/601/9029  
 Credit: 5  
 GLH: 35  
 Level: 4

**Unit Introduction**

This unit is aimed at health & social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis</b></p>	<p>1.1 Describe current legislation relevant to risk assessment and risk management</p> <p>1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider</p> <p>1.3 Explain the different types of support and intervention available to individuals, carer and families in times of crisis</p> <p>1.4 Explain the <b>factors</b> that influence the kinds of support offered</p>
<p><b>2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis</b></p>	<p>2.1 Assess the risk of crisis situations occurring</p> <p>2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy</p> <p>2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy</p> <p>2.4 Formulate a risk management strategy using risk assessments</p> <p>2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties</p> <p>2.6 Complete documentation in line with <b>agreed ways of working</b></p>
<p><b>3. Be able to respond during times of crisis</b></p>	<p>3.1 Evaluate the seriousness and urgency of a request for action</p> <p>3.2 Work with families, carers and individuals to agree the response to a crisis situation</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.3 Record and communicate the agreed actions 3.4 Implement agreed actions promptly in line with agreed ways of working
<b>4. Be able to review the outcomes of requests for action during times of crisis</b>	4.1 Explain how to conduct a valid, reliable and comprehensive review 4.2 Review outcomes of actions taken and decisions made 4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

#### Amplification

**Factors** include:

- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation

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

#### Additional unit guidance

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

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

This unit is mapped to Skills for Health NOS Unit HSC392 (MH13)

### Unit 98: Enable individuals with behavioural difficulties to develop strategies to change their behaviour

Unit number: K/616/6493  
 Credit: 8  
 GLH: 41  
 Level: 3

#### Unit Introduction

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting <b>individuals</b> to manage their behaviour 1.2 Describe the methods and approaches available to help an individual manage their behaviour
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the individual can affect behaviour 2.2 Describe the potential effects of the environment and the behaviour of others on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship 3.2 Support the individual and <b>others</b> to recognise their behavioural responses to different situations 3.3 Encourage the individual to consider the impact of their behaviour
4. Be able to support individuals to develop strategies for managing behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour 4.2 Explain to an individual the positive outcomes of managing behaviours 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses 4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage 4.5 Work with the individual to identify and agree strategies 4.6 Support an individual to develop and practise the agreed strategies

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.7 Record the individual's agreement and motivation to manage their behaviour 4.8 List any potential barriers to progress and ways in which these barriers can be overcome 4.9 Describe advice and support available
5. Be able to evaluate and review strategies for managing behavioural responses	5.1 Conduct regular reviews of strategies for managing behavioural responses 5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses 5.3 Use the positive outcomes identified through the review process to motivate the individual 5.4 Give constructive feedback on progress 5.5 Encourage individuals to find ways in which to sustain the management of their behaviour 5.6 Record and report on the evaluation and review process 5.7 Agree actions to be taken

### Amplification

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

SfH Identifier: SFH110

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

**Unit 99: Help individuals address their substance use through an action plan**

Unit number: J/601/9968  
 Credit: 4  
 GLH: 28  
 Level: 3

**Unit Introduction**

This unit is aimed at those who support individuals with drug or alcohol problems to develop and review their action plans.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the background relating to substance use to support the development of an action plan</b></p>	<p>1.1. Explain the reasons for substance use.</p> <p>1.2. Explain the specific needs and issues of substance users</p> <p>1.3. Describe the range of behaviours that you may experience from substance users</p> <p>1.4. Describe the risks substance users may pose to themselves and others</p> <p>1.5. Explain how to minimise the risks</p> <p>1.6. Explain the implications of mental health issues in relation to substance use</p> <p>1.7. Identify commonly used examples of substance misuse jargon/terminology</p>
<p><b>2. Be able to develop an action plan with individuals.</b></p>	<p>2.1. Provide opportunities for the individual to contribute to the development of the action plan.</p> <p>2.2. Confirm that the individual understands the information provided.</p> <p>2.3. Agree the process for reviewing the action plan with the individual.</p> <p>2.4. Provide an action plan that reflects the current circumstances of the individual.</p> <p>2.5. Record the action plan according to <b>agreed ways of working.</b></p>
<p><b>3. Be able to review the action plan with individuals.</b></p>	<p>3.1 Gather and record information relating to individual's progress.</p> <p>3.2 Provide opportunities to review the action plan with an individual.</p> <p>3.3 Identify with the individual the outcomes that have been met and those still to be achieved.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Identify and agree the next stages with the individual.

<b>Amplification</b>
Agreed ways of working will include policies and procedures where these exist.

<b>Additional unit guidance</b>
<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>



**Unit 100: Implement the positive behavioural support model**

Unit number: T/601/9738  
 Credit: 8  
 GLH: 61  
 Level: 4

**Unit Introduction**

This unit is aimed at those working with individuals who have complex needs / continuing health care / severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the context of the Positive Behavioural Support model</b>	1.1 Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>• <b>Applied Behaviour Analysis (ABA)</b></li> <li>• <b>Social Role Valorisation (SRV)</b></li> </ul> 1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support
<b>2. Understand the term ‘challenging behaviour’</b>	2.1 Define the term ‘ <b>challenging behaviour</b> ’ 2.2 Explain the reasons for the term challenging behaviour coming into use 2.3 Analyse key <b>factors</b> that lead to a behaviour being defined as challenging
<b>3. Understand the context in which challenging behaviour occurs</b>	3.1 Summarise key <b>environmental risk factors</b> for challenging behaviours 3.2 Explain how slow and fast <b>triggers</b> contribute to challenging behaviour 3.3 Analyse the role of <b>reinforcement</b> in maintaining behaviour 3.4 Explain the <b>time intensity model</b>
<b>4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour</b>	4.1 Describe the key components of <b>functional analysis</b> 4.2 Explain the key methods of analysing behaviour 4.3 Complete accurate records of behaviour using a <b>structured method</b> 4.4 Identify environmental risk factors for an individual’s challenging behaviour 4.5 Identify possible slow and fast triggers for an individual’s challenging behaviour

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour</p> <p>4.7 Evaluate the importance of <b>functional analysis</b> in effective person centred behavioural intervention for individuals</p>
<b>5. Understand the key characteristics of Positive Behavioural Support</b>	<p>5.1 Describe the key characteristics of Positive Behavioural Support</p> <p>5.2 Explain the role within Positive Behavioural Support of:</p> <ul style="list-style-type: none"> <li>• <b>primary prevention</b> strategies</li> <li>• <b>secondary prevention</b> strategies</li> <li>• <b>non aversive reactive strategies</b></li> </ul> <p>5.3 Explain the importance of <b>social validity</b> in the Positive Behavioural Support model</p>
<b>6. Be able to implement primary prevention strategies</b>	<p>6.1 Summarise the key <b>primary prevention strategies</b></p> <p>6.2 Implement an agreed <b>primary prevention strategy</b> using least restrictive practice, respecting the individual's dignity, rights and choice</p> <p>6.3 Explain the importance of effective communication and positive interaction in <b>primary prevention for individuals</b></p> <p>6.4 Positively interact with an individual by providing the <b>level of help and reinforcement</b> that enables them to participate in an activity</p> <p>6.5 Use effective communication with an individual to <b>promote positive behaviour</b></p> <p>6.6 Evaluate the <b>social validity</b> of an agreed primary prevention strategy for an individual</p>
<b>7. Be able to use a person centred approach to develop plans that promote participation</b>	<p>7.1 Explain how <b>Active Support</b> can help prevent challenging behaviour by improving an individual's quality of life</p> <p>7.2 Analyse the role of structure and daily planning in primary prevention for individuals</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>7.3 <b>Review</b> an individual’s daily activities to identify areas for increasing participation and choice</p> <p>7.4 Review an individual’s routine to identify opportunities for increasing participation and choice</p> <p>7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task</p> <p>7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities</p>
<p><b>8. Be able to implement secondary prevention strategies</b></p>	<p>8.1 Summarise key <b>secondary prevention strategies</b></p> <p>8.2 Explain when <b>secondary prevention strategies</b> should be used with individuals</p> <p>8.3 Identify early warning signs of behavioural agitation in an individual</p> <p>8.4 Identify possible <b>secondary prevention strategies</b> that may be used with an individual</p> <p>8.5 Implement an agreed <b>secondary prevention strategy</b> using least restrictive practice, respecting the individual’s dignity, rights and preferences</p>
<p><b>9. Be able to implement non aversive reactive strategies</b></p>	<p>9.1 Explain when <b>non-aversive</b> reactive strategies should be used with individuals</p> <p>9.2 Describe the key characteristics and types of <b>non-aversive</b> reactive strategies</p> <p>9.3 Assess the risks in the use of <b>non-aversive</b> reactive strategies</p> <p>9.4 Identify possible <b>non-aversion</b> reactive strategies that may be used for an individual</p> <p>9.5 Implement an agreed <b>non aversive</b> reactive strategy using least restrictive practice, respecting the individual’s dignity, rights and preferences</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	9.6 Establish an individual's preferred post-incident support 9.7 Identify own preferred post-incident support
<b>10. Be able to understand and implement Positive Behavioural Support Plans</b>	10.1 Explain the purpose and importance of <b>Positive Behaviour Support Plans for individuals</b> 10.2 Identify the key components of a <b>Positive Behaviour Support Plan for individuals</b> 10.3 Implement agreed procedures in an individual's <b>Positive Behavioural Support Plan</b> 10.4 Contribute to the review of an individual's <b>Positive Behavioural Support Plan</b>

### Amplification

#### Positive Behavioural Support

An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.

**Applied Behaviour Analysis (ABA)** A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.

#### Social Role Valorisation (SRV)

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

**Challenging behaviour** may include behaviours that are:

- Repetitive / obsessive
- Withdrawn
- Aggressive
- Self-injurious
- Disruptive
- Anti-social or illegal
- Verbally abusive

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

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour

- ability to communicate effectively

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

- Uncomfortable levels of stimulation (e.g. too busy, boring)
- Institutional-style setting (e.g. block treatment, rigid routines)
- Poor service organisation (e.g. inexperienced carers)
- Inappropriate social environment (e.g. overly restrictive, limited choice)
- Environmental pollutants (e.g. temperature, noise levels)

**Triggers** are factors that make challenging behaviours more likely to occur. They include:

- Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.
- Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.

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

#### **Time intensity model**

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

#### **Functional analysis**

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

#### **Structured methods**

Measures for monitoring and recording behaviour; may include

- ABC charts
- Scatterplots
- Incident forms
- Behaviour monitoring forms
- Direct observation

#### **Primary prevention**

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

#### **Secondary prevention**

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

**Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause

pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.

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

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

#### **Levels of help**

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

#### **Active Support**

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

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

**Post-incident support** may include:

- Emotional support
- Time away from the setting
- First aid
- Quiet time
- Space
- Temporary redeployment
- Additional training
- Personal reflection
- Counselling
- Opportunity to express feelings

#### **Positive Behaviour Support Plan**

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

#### **Additional unit guidance**

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

LOs 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess ACs 6.2, 8.5 and 9.5 if real work assessment is not possible.

This unit is mapped to Skills for Health NOS Units HSC 326, 337 and 398

**Unit 101: Support positive risk taking for individuals**

Unit number: R/616/6455  
 Credit: 4  
 GLH: 32  
 Level: 3

**Unit Introduction**

This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. Although this unit sits in the Mental Health suite, it is appropriate for other care settings as risk-taking is part of everyday life.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of risk-taking in everyday life</b></p>	<p>1.1 Explain ways in which risk is an important part of everyday life</p> <p>1.2 Explain why <b>individuals</b> may have been discouraged or prevented from taking risks</p> <p>1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion</p>
<p><b>2. Understand the importance of a positive, person-centred approach to risk-assessment</b></p>	<p>2.1 Explain the process of developing a positive, <b>person-centred approach</b> to risk-assessment</p> <p>2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk-assessment</p> <p>2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach</p> <p>2.4 Identify the consequences for individuals of a service-focused approach to risk assessment</p>
<p><b>3. Understand the framework which underpins an individual’s right to make decisions and take risks</b></p>	<p>3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives</p> <p>3.2 Describe how a human rights based approach supports an individual to make decisions and take risks</p>



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to support individuals to make decisions about risks</b></p>	<p>4.1 Support individuals to recognise potential risk in different areas of their lives</p> <p>4.2 Support individuals to balance choices with their own and others' health, safety and wellbeing</p> <p>4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks</p> <p>4.4 Record all discussions and decisions made when supporting the individual to take risks</p>
<p><b>5. Be able to support individuals to take risks</b></p>	<p>5.1 Complete a risk-assessment with an individual following agreed ways of working</p> <p>5.2 Communicate the content of the risk-assessment to <b>relevant others</b></p> <p>5.3 Support the individual to take the risk for which the assessment has been completed</p> <p>5.4 Review and revise the risk-assessment with the individual</p> <p>5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's well-being</p>
<p><b>6. Understand duty of care in relation to supporting positive risk-taking</b></p>	<p>6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks</p> <p>6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger</p>

### Amplification

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

A **person-centred approach** involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual

**Relevant others** may include:

- Parent/s
- Carer
- Those with parental responsibility

#### **Additional unit guidance**

SFH111

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

Learning outcomes 4 and 5 must be assessed in the workplace.

**Unit 102: Support individuals to maintain personal hygiene**

Unit number: K/601/9963

Credit: 2

GLH: 17

Level: 2

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of good personal hygiene</b></p>	<p>1.1 Explain why personal hygiene is important</p> <p>1.2 Describe the effects of poor personal hygiene on health and well-being</p>
<p><b>2. Be able to support individuals to maintain personal hygiene</b></p>	<p>2.1 Support an individual to understand <b>factors</b> that contribute to good personal hygiene</p> <p>2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values</p> <p>2.3 Support the individual to develop awareness of the effects of poor hygiene on others</p> <p>2.4 Support the <b>preferences and needs</b> of the individual while maintaining their independence</p> <p>2.5 Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene</p> <p>2.6 Identify <b>risks</b> to own health in supporting an individual with personal hygiene routines</p> <p>2.7 Reduce risks to own health and personal safety when supporting the individual with personal hygiene routines</p> <p>2.8 Identify <b>others</b> who may be involved in supporting the individual to maintain personal hygiene</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>3. Understand when poor hygiene may be an indicator of other underlying personal issues</b>	3.1 Identify underlying personal issues that may be a cause of poor personal hygiene  3.2 Describe how <b>underlying personal issues</b> might be addressed

### Amplification

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

**Factors** may include:

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

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

**Maintaining dignity** includes

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

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

**Others** may include

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

**Underlying personal issues** may include

- financial issues
- abuse
- health issues

#### **Additional unit guidance**

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

This unit links to Skills for Health NOS Unit HSC 27, 29, 218, 219, 220

Learning outcome 2 must be assessed in a real work environment.

**Unit 103: Support person-centred thinking and planning**

Unit number: A/601/7215  
 Credit: 5  
 GLH: 41  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles and practice of person-centred thinking, planning and reviews</b></p>	<p>1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning</p> <p>1.2 Explain the benefits of using person-centred thinking with <b>individuals</b></p> <p>1.3 Explain the beliefs and values on which person-centred thinking and planning is based</p> <p>1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning</p> <p>1.5 Explain how <b>person-centred thinking tools</b> can form the basis of a person-centred plan</p> <p>1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful</p> <p>1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used</p> <p>1.8 Explain the different ways that one page profiles are used</p>
<p><b>2. Understand the context within which person-centred thinking and planning takes place</b></p>	<p>2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning</p> <p>2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning</p> <p>2.4 Explain what a <b>person-centred team</b> is</p> <p>2.5 Explain how person-centred thinking can be used within a team</p> <p>2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation</p> <p>2.7 Describe the role of the manager in implementing person-centred thinking and planning</p> <p>2.8 Explain how this relates to the role of a facilitator</p>
<p><b>3. Understand own role in person-centred planning</b></p>	<p>3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role:</p> <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> <li>• as part of an organisation</li> </ul> <p>3.2 Explain the different person-centred thinking skills required to support individuals</p> <p>3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work</p> <p>3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome</p>
<p><b>4. Be able to apply person-centred planning in relation to own life</b></p>	<p>4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 Describe what other person-centred thinking tools would be useful in own life</p> <p>4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations
<b>5. Be able to implement person-centred thinking, planning and reviews</b>	5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams 5.2 Show that the plan and process are owned by individual 5.3 Demonstrate how person-centred thinking tools can be used to develop a <b>person-centred plan</b> 5.4 Use information from a person-centred review to start a person-centred plan 5.5 Use person-centred thinking to enable individuals to choose those who support them 5.6 Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed 5.7 Demonstrate a successful person-centred review

### Amplification

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

LO 5 must be assessed in a real work situation.

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

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

**Person-centred plan** may include an Essential Lifestyle Plan

**Others** may include

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

**Additional unit guidance**

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

This unit is mapped to Skills for Health NOS Unit HSC 36

**Unit 104: Promote active support**

Unit number:	D/601/7353
Credit:	5
GLH:	36
Level:	3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how active support translates values into person-centred practical action with an individual</b>	1.1 Compare the characteristics associated with active support and the <b>hotel model</b> in relation to an individual's support  1.2 Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none"> <li>• promote an individual's independence</li> <li>• support informed choices</li> <li>• improve quality of life</li> </ul>
<b>2. Be able to interact positively with individuals to promote participation</b>	2.1 Assess the <b>levels of help</b> an individual would need to participate in a range of new activities  2.2 Use <b>task analysis</b> to break a range of new activities into manageable steps for an individual  2.3 Evaluate different ways of <b>positively reinforcing</b> an individual's participation in a range of new activities  2.4 Demonstrate <b>positive interaction</b> with an individual to promote successful participation in a range of new activities
<b>3. Be able to develop and implement person-centred daily plans to promote participation</b>	3.1 Develop daily plans with the individual and <b>others</b> to ensure a <b>valued range of activities</b> for an individual are available throughout the day, avoiding lengthy periods of <b>disengagement</b>  3.2 Support the implementation of daily plans that promote an individual's participation in a range of activities  3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to use person-centred records to evaluate an individual’s participation in activities</b></p>	<p>4.1 Develop a person-centred record to monitor an individual’s participation in activities</p> <p>4.2 Review an individual’s participation in activities to assess changes over time</p> <p><b>4.3</b> Evaluate the extent to which an individual’s participation over time represents the balance of activity associated with a <b>valued lifestyle</b></p> <p><b>4.4</b> Explain the changes required to improve the quality of an individual’s participation to promote independence, informed choice and a valued life</p>

### Amplification

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

LO 2, 3, and 4 must be assessed in real work environment.

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

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

**Individual** is someone requiring care or support

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

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

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

**Positively reinforcing** refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. Drinking a cup of tea the individual has just made) or other

things that the individual particularly likes (eg. Praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.

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

**Others** may include

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

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

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

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

#### Additional unit guidance

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

This unit is mapped to Skills for Health NOS Units HSC 328, 329, 339, 344

**Unit 105: Support individuals with a learning disability to access healthcare**

Unit number: J/601/8657  
 Credit: 3  
 GLH: 25  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare</b></p>	<p>1.1 Describe what is meant by a Rights based approach to accessing healthcare</p> <p>1.2 Outline the main points of legislation that exists to support a Rights based approach</p> <p>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</p> <p>1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance</p> <p>1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities</p>
<p><b>2. Understand the function of different healthcare services that an individual with learning disabilities may need to access</b></p>	<p>2.1 Explain the work of <b>healthcare services</b> that an individual with learning disabilities may need to access</p> <p>2.2 Explain how an individual can access each type of healthcare service</p>
<p><b>3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access</b></p>	<p>3.1 Describe the role and responsibility of professionals working in different types of <b>healthcare services</b></p>
<p><b>4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities</b></p>	<p>4.1 Explain how <b>plans for healthcare</b> can be used to support the healthcare needs of an individual with learning disabilities</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Explain the range of health checks available to individuals to support good health and well being</p> <p>4.3 Explain the importance of routine healthcare checks</p>
<p><b>5. Be able to complete and review plans for healthcare</b></p>	<p>5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare</p> <p>5.2 Complete plans for healthcare with an individual or <b>significant others</b> if appropriate</p> <p>5.3 Review plans for healthcare with an individual or significant others if appropriate</p>
<p><b>6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services</b></p>	<p>6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience</p> <p>6.2 Explain ways to overcome barriers to accessing healthcare services</p> <p>6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services</p>
<p><b>7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services</b></p>	<p>7.1 Use a <b>person-centred</b> approach to support an individual to access healthcare services</p> <p>7.2 Provide accessible information related to healthcare to individuals</p> <p>7.3 Work with <b>others</b> when supporting an individual to access healthcare services</p> <p>7.4 Support individuals in a range of <b>practical healthcare situations</b></p> <p>7.5 Support the individual to make safe choices with regard to <b>treatments and medication</b></p> <p>7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand</p> <p>7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed</p>

### Amplification

**Healthcare services may include:**

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

**Plans for healthcare** – In England this refers to / should include Health Action Plans

**Others and Significant others** may include

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

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

**Practical healthcare situations** includes:

- Making and keeping a routine health check appointment
- Making a complaint about a healthcare professional
- Describing pain or other symptoms to a healthcare professional
- Spending a night in hospital and having a medical procedure.

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

### Additional unit guidance

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

LO's 5 and 7 must be assessed in a real work environment.

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.

**Unit 106: Support parents with disabilities**

Unit number: K/601/7047  
 Credit: 6  
 GLH: 43  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities</b>	1.1 Outline the policy, legislation and guidance relevant to supporting <b>individuals</b> with disabilities to have children and bring them up in a safe and nurturing environment 1.2 Explain the <b>statutory responsibilities</b> placed on organisations towards families and children who are in need
<b>2. Understand the support parents with disabilities may need</b>	2.1 Explain the support provided by adults and children’s services to a family receiving support from both 2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities 2.3 Explain the benefits of providing support to families at the earliest stage possible
<b>3. Be able to support parents with disabilities</b>	3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support package 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 based on support package 3.4 Evaluate support strategies to ensure they continue to meet the needs of the family
<b>4. Be able to support individuals with disabilities to overcome the barriers they</b>	4.1 Analyse the positive and negative implications for parents with disabilities of



Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>may face in becoming parents and bringing up children</b></p>	<p>having their child assessed as being ‘in need’</p> <p>4.2 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities</p> <p>4.3 Support individuals with disabilities to overcome <b>barriers</b> to successful parenting</p> <p>4.4 Work in a way that promotes individuals’ self-determination and self-confidence in their role as parents</p> <p>4.5 Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances</p>
<p><b>5. Be able to develop positive working relationships with parents with disabilities</b></p>	<p>5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have</p> <p>5.2 Use evidence based approaches in developing positive relationships with parents with disabilities</p>
<p><b>6. Be able to work in partnership with other workers, different services and informal support networks</b></p>	<p>6.1 Plan how to involve relevant services to support parents with disabilities and/or their children</p> <p>6.2 Access relevant services to support parents with disabilities and/or their children</p> <p>6.3 Demonstrate ways of helping to create, enhance and work with informal support networks</p>
<p><b>7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child</b></p>	<p>7.1 Explain own role and responsibilities in relation to safeguarding children</p> <p>7.2 Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child’s welfare and to intervene if necessary</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>7.3 Describe the action to take in response to any concerns regarding safeguarding children</p> <p>7.4 Explain the types of support the child may need in his/her own right</p> <p>7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures</p>

### Amplification

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

**Statutory responsibilities** refers to those outlined in the Children Act 1989 and Children Act 2004, as well as guideline in working together to safeguard children 2015

**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.

### Additional unit guidance

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

This unit links to Skills for Health NOS Units HSC 333, 388, 392

Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work situation.

## Unit 107: Support individuals with self-directed support

Unit number: J/602/0053  
 Credit: 5  
 GLH: 35  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand self-directed support</b></p>	<p>1.1 Explain the principles underpinning self-directed support and how this differs from traditional support</p> <p>1.2 Explain the benefits of an <b>individual</b> having self-directed support</p> <p>1.3 Explain how <b>legislation, policy or guidance</b> underpin self-directed support</p> <p>1.4 Explain what the following terms mean:</p> <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self-assessment</li> <li>• support plan</li> <li>• outcome focused review</li> </ul> <p>1.5 Outline the possible barriers to self-directed support</p>
<p><b>2. Understand how to support individuals to direct their own support and develop their support plan</b></p>	<p><b>2.1</b> Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported</p> <p><b>2.2</b> Explain how individuals can direct their own support if they do not have a personal budget</p> <p><b>2.3</b> Explain how person-centred planning can be used to inform a support plan</p> <p><b>2.4</b> Explain the roles of <b>others</b> who can assist individuals in developing their support plan</p> <p><b>2.5</b> Describe different ways that individuals can develop a support plan</p> <p><b>2.6</b> Describe a range of <b>person-centred thinking tools</b> that can be used to help</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>individuals think about different ways they can spend their personal budget</p> <p>2.7 Describe what might be included in the costings for a support plan</p>
<p><b>3. Understand the different ways that individuals can use their personal budget</b></p>	<p>3.1 Explain the different ways that individuals can use their personal budget to buy support</p> <p>3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services</p> <p>3.3 Explain what restrictions may be imposed on personal budgets</p> <p>3.4 Describe the criteria that are used to sign off a support plan</p> <p>3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe</p>
<p><b>4. Be able to support individuals to direct their support</b></p>	<p>4.1 Support an individual to express what is important to them in how they want to be supported in the future</p> <p>4.2 Use <b>person-centred thinking tools</b> to support an individual to have maximum choice and control in their life</p> <p>4.3 Use person-centred thinking tools to support an individual to develop their support plan</p> <p>4.4 Support an individual to identify any <b>others</b> who could work with them to develop their support plan</p>
<p><b>5. Be able to support individuals to use their personal budget in different ways</b></p>	<p>5.1 Support an individual to understand the different ways they could develop their support plan</p> <p>5.2 Support an individual to understand what restrictions may be imposed on their personal budget</p> <p>5.3 Support an individual to think about different options for spending their personal budget</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
<b>6. Be able to support individuals with an outcome-focused review</b>	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

### Amplification

**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 e.g. Care Act 2014, Mental Capacity Act 2005, Equality Act 2010

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

**Others** may include:

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

*Person-centred thinking tools include:*

- Important to/for (recorded as a one page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- plus 1 questions
- Citizenship tool
- Decision making agreement
- Presence to contribution
- Dreaming
- Community connecting related tools:

- Who am I? My gifts and capacities
- Hopes and Fears
- Mapping our network
- Passion audit
- Capacity mapping
- Who am I – My places

#### **Additional unit guidance**

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

Learning outcomes 4, 5 and 6 must be assessed in a real work environment.

**Unit 108: Work with other professionals and agencies to support individuals with physical disabilities**

Unit number: K/601/6190  
 Credit: 3  
 GLH: 23  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.4 Evaluate the outcomes for the individual of partnership working  3.5 Document the work carried out with other professionals and or agencies

### Amplification

**Individual** – the individual with the physical disability

**Quality of life** - Access to a range of activities and opportunities which enables the individual to value themselves and feel valued by others

**Professionals**

- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

**Agencies** - this can include:

Agencies specific to individual conditions e.g. MS, Spina Bifida, etc with the aim of educating, advocating and lobbying.

They can also include more generic agencies which provide services i.e. supported living in the community, personal care, support with direct payments, advice re: benefits etc.

### Additional unit guidance

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



**Unit 109: Support families who are affected by acquired brain injury**

Unit number: M/601/5817

Credit: 3

GLH: 30

Level: 3

**Unit Introduction**

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 including putting them at the centre of the intervention, recognising the emotional impact of acquired brain injury on a variety of relationships. It also addresses the ability to access support from other professionals and agencies where appropriate.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. <b>Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state</b>	1.1 Explain the impact on family of caring for an <b>individual</b> in a minimally responsive or vegetative state 1.2 Describe how <b>theories of loss and grief</b> provide a framework for practice 1.3 Describe the long term adjustments families and friends may need to make
2. <b>Understand the long term effects of acquired brain injury on family</b>	2.1 Explain the emotional impact of acquired brain injury on families 2.2 Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury 2.3 Describe the socio-economic impact on the family of the long-term effects of acquired brain injury 2.4 Explain the impact on families of <b>personality changes</b> in the individual 2.5 Describe changes that may occur in <b>relationships</b> as a result of acquired brain injury
3. <b>Understand legislation that is relevant to carers of an individual effected by acquired brain injury</b>	3.1 Identify legislation, policy and guidelines specific to carers 3.2 Explain the key principles within legislation and policy which are applicable to carers of an individual with acquired brain injury 3.3 Outline the obligations on social care organisations as a result of legislation

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to assess the support required by families who hold the primary caring role</b></p>	<p>4.1 Assess with <b>primary carers</b> the support they require</p> <p>4.2 Agree with the primary carer a plan of support</p> <p>4.3 Identify support which can best be provided by others</p> <p>4.4 Report where there are unmet needs</p>
<p><b>5. Be able to work in partnership with other professionals and agencies</b></p>	<p>5.1 Explain the role of <b>other professionals and agencies</b> working with individuals with acquired brain injury</p> <p>5.2 Work in partnership with other professionals and agencies to support families</p> <p>5.3 Evaluate outcomes for families of partnership working</p>

### Amplification

**The individual** is the person with acquired brain injury.

#### Theories of loss and grief

- Elizabeth Kublar Ross
- Worden

#### Personality changes e.g.

- Irritability
- Dis-inhibited behaviour
- Frustration
- Loss of social skills
- Lack of self-awareness

#### Relationships

- Spouse/partner
- Child
- Parent
- Sibling
- Friend

#### Primary carers

- Spouse/partner
- Child
- Parent
- Sibling

- Friend

**Other professionals and Agencies** may include

- Carers organisations
- Social Workers
- GPs
- Supervisor
- Advocate
- Carers/family members
- Colleagues

**Additional unit guidance**

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

**Unit 110: Promote effective communication with individuals with sensory loss**

Unit number: K/601/3483  
 Credit: 4  
 GLH: 30  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of effective two-way communication</b></p>	<p>1.1 Identify the features of two-way communication</p> <p>1.2 Explain why two-way communication is important for individuals with sensory loss</p> <p>1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss</p>
<p><b>2. Understand different methods that can support communication with individuals with sensory loss</b></p>	<p>1.4 Research the different methods that are used to support communication with individuals with sensory loss</p> <p>1.5 Identify the characteristics of communication that is not based on formal language systems</p>
<p><b>3. Be able to support the individual with communication</b></p>	<p>3.1 Agree with an individual and / or others preferred methods of communication.</p> <p>3.2 Prepare the environment to facilitate effective communication</p> <p>3.3 Use agreed methods of communication with an individual</p> <p>3.4 Check the effectiveness of communication with the individual throughout the interaction</p>
<p><b>4. Evaluate the effectiveness of methods of communication used to support an individual with sensory loss</b></p>	<p>4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and / or others</p> <p>4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.3 Make suggestions to improve the use of agreed methods of communication to individuals and / or others  4.4 Reflect on own practice on the use of agreed methods of communication  4.5 Adapt own practice to meet the needs of the individual

<b>Amplification</b>
<p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Person who is Deaf blind</li> </ul>

<b>Additional unit guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles &amp; Skills for Care and Development’s Assessment Principles.</p> <p>LO 3 and 4 must be assessed in real work environment</p> <p>This unit links to Skills for Health NOS Units Sensory Services 4,5,6,7,8,9,11</p>

**Unit 111: Support individuals with multiple conditions and/or disabilities**

Unit number: A/601/5190  
 Credit: 4  
 GLH: 31  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the impact of multiple conditions and/or disabilities on individuals</b>	1.1 Describe possible multiple conditions and/or disabilities that individuals may have 1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's <b>well-being</b> and quality of life 1.3 Explain how multiple conditions and/or disabilities may impact on individuals' opportunity to participate in a range of <b>activities</b>
<b>2. Understand own role in supporting individuals with multiple conditions and/or disabilities</b>	2.1 Describe own role in supporting the <b>well-being</b> of individuals with multiple conditions and/or disabilities 2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities
<b>3. Understand the support available for individuals with multiple conditions and/or disabilities</b>	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area 3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities 3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities 3.4 Explain the importance of <b>informal networks</b> in providing support to individuals with multiple conditions and/or disabilities
<b>4. Be able to assist individuals with multiple conditions and/or disabilities</b>	4.1 Support an individual to identify needs and preferences

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in <b>activities</b> 4.3 Support an individual to engage in <b>activities</b> that meet their needs and preferences
<b>5. Be able to evaluate the support provided to an individual to engage in activities</b>	5.1 Review with the individual and/or <b>others</b> , how well the activities have met the identified needs and preferences 5.2 Reflect on own support to an individual to engage in activities 5.3 Explain where additional advice, guidance or support can be accessed to improve own practice 5.4 Adapt own practice to support the needs of the individual

### Amplification

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

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

**Well Being** e.g.

- Emotional
- Psychological
- Physical

**Activities** could include:

- Education
- Employment
- Leisure activities
- Social activities
- Household or domestic tasks

**Informal networks** could include:

- Family
- Friends
- Neighbours

- Special interest groups

**Others** could include:

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

#### **Additional unit guidance**

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

Learning Outcomes 4 and 5 must be assessed in a real work environment.

This unit links to Skills for Health NOS Unit Sensory Services 4



**Unit 112: Support individuals in the use of assistive technology**

Unit number: J/601/3541  
 Credit: 4  
 GLH: 32  
 Level: 4

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the range, purpose and effectiveness of assistive technology available to support individuals</b></p>	<p>1.1 Research the range and purpose of assistive technology that is available to support individuals in own area of work</p> <p>1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work</p> <p>1.3 Explain how assistive technology can have a positive impact on the <b>well-being</b> and quality of life of individuals</p>
<p><b>2. Be able to support the selection of assistive technology with individuals</b></p>	<p>2.1 Explain own role and the roles of others in the provision of assistive technology for individuals</p> <p>2.2 Support an individual to access specialist information and support about assistive technology</p> <p>2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology</p> <p>2.4 Support an individual to select assistive technology to meet their needs and preferences</p>
<p><b>3. Be able to support the use of assistive technology aids with an individual</b></p>	<p>3.1 Prepare the environment to support the use of assistive technology with an individual</p> <p>3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role</p> <p>3.3 Record the use of assistive technology following procedures or agreed ways of working</p> <p>3.4 Explain when and to whom referrals for maintenance or repair would be made</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes</b></p>	<p>4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and / or <b>others</b></p> <p>4.2 Provide feedback to <b>others</b> on the use of assistive technology</p> <p>4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and / or <b>others</b></p> <p>4.4 Evaluate own practice in using assistive technology to meet identified outcomes</p> <p>4.5 Adapt own practice to support the needs of the individual</p>

### Amplification

#### Well Being e.g.

- Emotional
- Psychological
- Physical

#### Others could include:

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

### Additional unit guidance

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

Learning Outcomes 2, 3 and 4 must be assessed in real work environment.

This unit links to Skills for Health NOS Units Sensory Services 4,5,6,7,9 &11

**Unit 113: Support individuals to access education, training or employment**

Unit number: H/601/3546  
 Credit: 4  
 GLH: 31  
 Level: 4

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the value of engagement in training, education or employment for individuals</b>	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the <b>well-being</b> and quality of life of individuals
<b>2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment</b>	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment  2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment  2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
<b>3. Understand the support available to individuals accessing education, training or employment</b>	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment  3.2 Clarify the support provided by the various agencies
<b>4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences</b>	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> <li>• Aspirations</li> <li>• Skills and abilities</li> <li>• Interests</li> <li>• Experience</li> <li>• Qualifications</li> <li>• Support needs</li> <li>• Preferred career pathway</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> <li>• Personal circumstances</li> <li>• Language / communication needs</li> </ul> <p>4.2 Work with the individual and / or <b>others</b> to source accessible information on education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for interview or selection for education, training or employment</p>
<b>5. Be able to support individuals to undertake education, training or employment</b>	<p>5.1 Outline own role and role of <b>others</b> in providing support to an individual to undertake education, training or employment</p> <p>5.2 Work with the individual and / or <b>others</b> to identify assistive technology; resources and support that may be needed to undertake education, training or employment</p>
<b>6. Be able to evaluate engagement in education, training or employment</b>	<p>6.1 Review with the individual and / or <b>others</b> how well the education, training or employment opportunity has met expectations and identified outcomes</p> <p>6.2 Review with the individual and / or <b>others</b> the continued support required to undertake education, training or employment</p> <p>6.3 Agree with the individual and / or <b>others</b> adjustments to be made to education, training or employment arrangements to meet individual needs and preferences</p>

### Amplification

#### Well Being e.g.

- Emotional
- Psychological
- Physical

#### Others could include:

- Other professionals

- Specialist employment agencies
- Careers services
- Job coach
- Learning providers
- Employers
- Carers / family members
- Advocates
- Colleagues

#### **Additional unit guidance**

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

Learning Outcomes 4, 5 and 6 must be assessed in real work environment.

**Unit 114: Enable individuals to negotiate environments**

Unit number: R/601/5180  
 Credit: 5  
 GLH: 34  
 Level: 3

**Unit Introduction**

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 Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the factors that may impact on an individual being able to negotiate their environments</b></p>	<p>1.1 Analyse how a range of <b>conditions and/or disabilities</b> may impact on individuals being able to negotiate environments</p> <p>1.2 Describe potential environmental barriers to individuals negotiating environments</p> <p>1.3 Establish how environmental barriers to individuals negotiating environments can be addressed</p>
<p><b>2. Be able to prepare to support an individual to negotiate an environment</b></p>	<p>2.1 Explain the scope of own role in supporting an individual to negotiate an environment</p> <p>2.2 Establish the <b>resources</b> that are available to support an individual to negotiate an environment</p> <p>2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments</p> <p>2.4 Work with <b>others</b> to develop a <b>plan</b> to support an individual to negotiate an environment</p>
<p><b>3. Be able to support the individual to negotiate an environment</b></p>	<p>3.1 Agree with the individual, activities which require negotiating an environment</p> <p>3.2 Support an individual to negotiate an environment following agreed <b>plan</b></p> <p>3.3 Provide information to the individual when negotiating unfamiliar environment</p>
<p><b>4. Be able to evaluate and revise the support provided to an individual to negotiate an environment</b></p>	<p>4.1 Observe and record an individual's ability to negotiate an environment</p> <p>4.2 Evaluate the success of negotiating an environment with an individual and/or <b>others</b></p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Use records of observations and feedback from the individual and/or <b>others</b> to review the <b>plan</b> to negotiate an environment</p> <p>4.4 Agree a revised <b>plan</b> with the individual and/or <b>others</b></p> <p>4.5 Evaluate own contribution to supporting an individual to negotiate an environment</p>

### Additional unit guidance

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

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

This unit links to Skills for Health NOS Units Sensory Services 8,9,10,11

**Unit 115: Coordination of Activity Provision in Social Care**

Unit number: R/502/7576  
 Credit: 5  
 GLH: 35  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the process of activity coordination</b>	1.1 Explain the importance of aims and objectives when coordinating activity provision 1.2 Produce a plan for coordinated activity provision in a given setting 1.3 Describe the reporting requirements for activity co-ordination
<b>2. Be able to involve others in activity provision</b>	2.1 Explain the challenges others might experience in engaging in activity provision 2.2 Demonstrate ways in which others can be supported in contributing to activity provision 2.3 Analyse the effects of involving <b>others</b> in activity provision
<b>3. Be able to budget for activity provision</b>	3.1 Produce a budget for coordinated activity provision in a given setting 3.2 Demonstrate delivery of an activity within a budget
<b>4. Be able to select venues for activities</b>	4.1 Assess the suitability of different venues in terms of: <ul style="list-style-type: none"> <li>• type of activity</li> <li>• client group</li> <li>• cost</li> </ul> for a range of activity provision
<b>5. Understand how to monitor and evaluate activity provision</b>	5.1 Explain the purpose of monitoring and evaluating activity provision 5.2 Critically compare different methods of monitoring and evaluating activity provision 5.3 Carry out an evaluation of coordinated activity provision 5.4 Record and report on outcomes and any revisions in line with agreed ways of working



**Additional unit guidance**

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

**Unit 116: Support individuals during the last days of life**

Unit number: R/616/6441

Credit: 5

GLH: 40

Level: 4

**Unit Introduction**

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the impact of the last days of life on the individual and others</b>	1.1 Describe psychological effects of the dying phase on the <b>individual</b> and <b>others</b> 1.2 Describe the impact of the last days of life on the relationships between individuals and others
<b>2. Understand how to respond to common symptoms in the last days of life</b>	2.1 Describe the common signs of approaching death 2.2 Explain how to minimise the <b>distress</b> of symptoms related to the last days of life 2.3 Describe appropriate comfort measures in the final hours of life 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld 2.5 Identify the signs that death has occurred
<b>3. Be able to support individuals and others during the last days of life</b>	3.1 Demonstrate a <b>range of ways</b> to enhance an individual's well-being during the last days of life 3.2 Describe ways to support others during an individual's last days of life 3.3 Work in partnership with others to support the individual's well-being 3.4 Describe how to use a <b>range of resources for care</b> in the last days of life according to <b>agreed ways of working</b> 3.5 Support others to understand the process following death according to <b>agreed ways of working</b>
<b>4. Be able to respond to changing needs of an individual during the last days of life</b>	4.1 Explain the importance of following the individual's advance care plan in the last days of life

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working 4.3 Support the individual when their condition changes according to agreed ways of working 4.4 Explain the importance of communicating with others during the individual's last days of life
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1 Implement actions immediately after a death that respect the individual's and others <b>preferences</b> and wishes according to agreed ways of working 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 5.5 Explain ways to support others immediately following the death of the individual
6. Be able to manage own feelings in relation to an individual's dying or death	6.1 Identify ways to manage own feelings in relation to an individual's death 6.2 Use <b>sources of support</b> to manage own feelings in relation to an individual's death

### Amplification

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

**Others** may include:

- Team members
- Other colleagues

- Those who use or commission their own health or social care services
- Families, carers and advocates

**Range of ways** may include:

- Managing symptoms: Pharmacological and Non-pharmacological
- Physical, psychosocial and spiritual care

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers

**Preferences** may be based on:

- beliefs
- values
- culture

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Within the organisation
- Beyond the organisation

### Additional unit guidance

SFH035

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

**Unit 117: Managing symptoms in end of life care**

Unit number: Y/503/8644  
 Credit: 3  
 GLH: 22  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the effects of symptoms in relation to end of life care</b>	1.1 Identify a range of conditions where you might provide end of life care 1.2 Identify common symptoms associated with end of life care 1.3 Explain how symptoms can cause an individual distress and discomfort 1.4 Evaluate the significance of the individual's own perception of their symptoms
<b>2. Be able to manage symptoms of end of life care</b>	2.1 Demonstrate a range of techniques to provide symptom relief 2.2 Describe own role in supporting therapeutic options used in symptom relief 2.3 Respond to an individual's culture and beliefs in managing their symptoms 2.4 Actively support the comfort and well being in end of life care 2.5 Recognise symptoms that identify the last few days of life may be approaching
<b>3. Understand how to manage symptoms of pain</b>	3.1 Identify signs that may indicate that an individual is experiencing pain 3.2 Describe factors that can influence an individual's perception of pain 3.3 Describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment 3.4 Explain how to maintain regular pain relief
<b>4. Be able to integrate symptom management in the care management process</b>	4.1 Explain how symptom management is an important part of the care planning process 4.2 Regularly monitor symptoms associated with end of life care 4.3 Report changes in symptoms according to policies and procedures in own work setting

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Support the implementation of changes in the care plan

**Additional unit guidance**

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

**Unit 118: Support the spiritual wellbeing of individuals**

Unit number: T/616/6495  
 Credit: 3  
 GLH: 26  
 Level: 3

**Unit Introduction**

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of spiritual wellbeing for individuals</b></p>	<p>1.1 Outline different ways in which <b>spiritual wellbeing</b> can be defined</p> <p>1.2 Define the difference between spirituality and religion</p> <p>1.3 Describe different aspects of spiritual wellbeing</p> <p>1.4 Explain how spiritual wellbeing is an individual experience</p> <p>1.5 Explain how spiritual wellbeing defines an individual's identity</p> <p>1.6 Outline the links between spirituality, faith and religion</p> <p>1.7 Explain how an <b>individual's</b> current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion</p>
<p><b>2. Be able to identify the spiritual needs of an individual and others</b></p>	<p>2.1 Support the <b>individual</b> and <b>others</b> to identify their spiritual needs and how and by whom these can be addressed</p> <p>2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience</p> <p>2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan</p>
<p><b>3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing</b></p>	<p>3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing</p> <p>3.2 Identify how the values and beliefs of <b>others</b> may impact on the individual</p> <p>3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others</p>
<p><b>4. Be able to support individuals' spiritual wellbeing</b></p>	<p>4.1 Access resources and information to support the individual's spiritual wellbeing</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing</p> <p>4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing</p> <p>4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing</p> <p>4.5 Access any additional expertise required to meet the individual's spiritual needs</p> <p>4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual</p>

### Amplification / Indicative content

**Spiritual wellbeing** can be defined as:

- something everyone can experience
- helps to find meaning and purpose in the things individuals value
- can bring hope and healing in times of suffering and loss
- encourages individuals to seek the best relationship with themselves, others and what lies beyond

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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref: N/A

SFH identifier: SFH121

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





**Unit 119: Promote nutrition and hydration in health and social care settings**

Unit number: L/616/7460

Credit: 5

GLH: 40

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand what makes up a balanced diet</b>	1.1 Define the main food groups. 1.2 Identify sources of essential <b>nutrients</b> . 1.3 Explain the role of essential <b>nutrients</b> for health. 1.4 Evaluate the impact of poor diet on health and well-being. 1.5 Explain what adaptations to a balanced diet may be required for <b>different groups</b> of individuals.
<b>2. Understand nutritional guidelines</b>	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.
<b>3. Be able to promote nutrition in health and social care settings</b>	3.1 Explain the importance of a balanced diet. 3.2 Demonstrate how to plan an appropriate balanced diet with an individual. 3.3 Demonstrate how to promote an appropriate balanced diet with an individual. 3.4 Evaluate the effectiveness of different ways of promoting healthy eating.
<b>4. Be able to promote hydration in health and social care settings</b>	4.1 Explain the importance of hydration. 4.2 Describe signs and symptoms of dehydration. 4.3 Demonstrate ways to support and promote hydration with individuals. 4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration.
<b>5. Understand how to prevent malnutrition in health and social care settings</b>	5.1 Describe the factors that may affect nutritional intake. 5.2 Describe the risk factors that may lead to malnutrition. 5.3 Describe the signs of malnutrition.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>5.4 Explain ways of ensuring foods and drinks have increased nutritional density through fortification.</p> <p>5.5 Describe the appropriate use of nutritional supplements.</p>
<p><b>6. Be able to carry out nutritional screening in health and social care settings</b></p>	<p>6.1 Describe the purpose of nutritional screening.</p> <p>6.2 Carry out nutritional screening.</p> <p>6.3 Implement the actions identified by nutritional screening.</p> <p>6.4 Monitor, record and review the actions taken following nutritional screening.</p>
<p><b>7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings</b></p>	<p>7.1 Describe the roles and responsibilities of <b>others</b> in assessing and managing the nutritional and hydration needs with individuals.</p> <p>7.2 Explain ways in which nutrition and hydration can be monitored.</p> <p>7.3 Monitor and record nutrition and hydration of an individual in accordance with their plan of care.</p>
<p><b>8. Understand factors that affect special dietary requirements in health and social care settings</b></p>	<p>8.1 Describe factors that may promote healthy eating in <b>different groups</b>.</p> <p>8.2 Describe factors that may create barriers to healthy eating for <b>different groups</b>.</p> <p>8.3 Explain why individuals may have special dietary requirements.</p> <p>8.4 Explain why it is important for individuals with special dietary requirements to follow special diets.</p>

### Amplification

**Nutrients;** learner may cover

Calcium, magnesium, potassium, iron, zinc, vitamins A,B1-12,C,D,E,K

**Different Groups;** learners may refer to

Elderly, terminally ill, hospitalisation, medical feeding e.g. PEG feeds, NGT, vegan, vegetarian, specific dietary requirements e.g. coeliac, lactose, also cultural factor could be considered.

**Others;** learners may cover

- Doctors
- Nurses
- Colleagues
- Family/friends
- Dietician
- Speech and language therapist
- Physiotherapist
- Occupational therapist

#### **Additional unit guidance**

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

### Unit 120: Support individuals who are distressed

Unit number: Y/616/7462  
 Credit: 3  
 GLH: 21  
 Level: 2

#### Unit Introduction

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand causes and effects of distress on individuals</b>	1.1 Identify causes of distress 1.2 Describe signs that may indicate an <b>individual</b> is distressed 1.3 Explain how distress may affect the way an individual communicates
<b>2. Understand potential impacts on own well-being when supporting an individual who is distressed</b>	2.1 Explain how supporting an individual who is distressed may impact on own well being 2.2 Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed
<b>3. Be able to prepare to support individuals who are experiencing distress</b>	3.1 Access information and advice in relation to supporting an individual who is distressed 3.2 Recognise signs of distress that indicate the need for specialist intervention 3.3 Describe how to access specialist intervention
<b>4. Be able to support individuals who are experiencing distress</b>	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual 4.2 Work in ways to alleviate immediate distress 4.3 Respond to the individual's reactions 4.4 Involve <b>others</b> when supporting an individual who is distressed
<b>5. Be able to support individuals to manage distress</b>	5.1 Encourage the individual to express thoughts and feelings 5.2 Work with the individual and others to identify triggers for distress

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Work with an individual and others to manage triggers or alleviate causes of distress 5.4 Encourage the individual to review ways of coping with distress
<b>6. Be able to record and report on an individual's distress</b>	6.1 Maintain records relating to the individual's distress and the support provided 6.2 Report on periods of distress in line with agreed ways of working

### Amplification / Indicative content

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

**Sources** of support may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

**Preferences** may be based on:

- beliefs
- values
- culture

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

### Additional unit guidance

NOS ref: SCDHSC0226

SFH identifier: SFH107

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

Learning Outcomes 3, 4,5 and 6 must be assessed in a real work environment.

**Unit 121: Facilitate the development of effective group practice in health and social care or children and young people’s settings**

Unit number: Y/602/2339  
 Credit: 6  
 GLH: 42  
 Level: 5

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how groups develop and function in health and social care or children and young people’s work settings</b></p>	<p>1.1 Analyse the impact of <b>theories and models</b> on group work practice</p> <p>1.2 Explain how to form and maintain a cohesive and effective group</p> <p>1.3 Explain how different facilitation styles may influence</p> <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Lifecycle of the group</li> <li>• Group outcomes</li> <li>• Development of roles within the group</li> </ul> <p>1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group</p> <p>1.5 Analyse the importance of participant engagement in achieving group outcomes</p>
<p><b>2. Be able to create a climate that facilitates effective groups in health and social care or children and young people’s work settings</b></p>	<p>2.1 Evaluate methods that may be utilised in facilitating groups</p> <p>2.2 Prepare an environment that is conducive to the functioning of the group</p> <p>2.3 Work with a group/s to agree acceptable group and individual behaviour</p> <p>2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working</p>
<p><b>3. Be able to facilitate a group in health and social care or children and young people’s work settings</b></p>	<p>3.1 Use a range of methods to accommodate different learning styles within the group</p> <p>3.2 Provide a group experience where participants are engaged and stimulated</p> <p>3.3 Intervene effectively in a group session to improve the learning process</p>
<p><b>4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social</b></p>	<p>4.1 Demonstrate inclusive practice when facilitating groups</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
care or children and young people's work settings	4.2 Support consensus and manage conflict within a group 4.3 Explain how to challenge excluding or discriminatory behaviour 4.4 Demonstrate how to manage diverse group behaviours 4.5 Explain when to refer issues and areas of concern
<b>5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings</b>	5.1 Work with a group to agree monitoring and review processes 5.2 Implement systems and processes to monitor and review the progress of a group 5.3 Assess the effectiveness of a group in relation to identified outcomes 5.4 Reflect on strengths and areas for development in own practice of facilitating groups

#### **Additional unit guidance**

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

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.



**Unit 122: Promote nutrition and hydration in early years and childcare settings**

Unit number: A/503/2576

Credit: 4

GLH: 32

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the principles of a balanced diet for children.</b>	1.1 Describe current government nutritional guidelines for a balanced diet for children. 1.2 Define the main food groups. 1.3 Identify sources of essential nutrients. 1.4 Explain the importance of a balanced diet. 1.5 Evaluate the impact of poor diet on health and wellbeing. 1.6 Explain how dietary requirements change across the span of the early years.
<b>2. Be able to plan and promote a balanced diet for children.</b>	2.1 Evaluate the factors that may affect nutritional intake. 2.2 Explain how a healthy diet can be promoted for children. 2.3 Plan a balanced diet for a child that meets their individual dietary requirements. 2.4 Encourage children to eat a healthy balanced diet. 2.5 Evaluate own and others contribution to the balanced diet of a child.
<b>3. Understand the principles of hydration for babies and children.</b>	3.1 Explain the importance of hydration. 3.2 Describe the signs of dehydration in babies and children. 3.3 Explain the impact of dehydration on health and wellbeing.
<b>4. Be able to promote hydration in babies and/or children.</b>	4.1 Evaluate the factors that may affect hydration. 4.2 Explain how hydration can be promoted for babies and children. 4.3 Demonstrate different approaches to promote hydration for babies or children. 4.4 Evaluate the effectiveness of different ways of promoting hydration for babies and/or children.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>5. Understand how to contribute to the prevention of malnutrition in babies and children</b>	5.1 Describe the signs of malnutrition 5.2 Explain the risk factors that may lead to malnutrition 5.3 Explain ways of increasing nutritional density of foods and drinks
<b>6. Understand the principles of infant feeding.</b>	6.1 Compare the benefits of breast feeding and infant formula feeding 6.2 Explain current UN and national guidance on breast feeding 6.3 Describe current national guidance on breast feeding 6.4 Discuss suitable choices of foods and drinks for weaning
<b>7. Understand the importance of special dietary requirements for babies and children.</b>	7.1 Explain circumstances where babies or children have special dietary requirements. 7.2 Describe special diets. 7.3 Analyse the potential risks of not following a special diet.
<b>8. Be able to contribute to the monitoring of nutrition and hydration for babies or children.</b>	8.1 Describe own responsibilities in relation to monitoring nutrition and hydration. 8.2 Explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children. 8.3 Complete records for the monitoring of nutrition and hydration in line with agreed ways of working. 8.4 Explain actions to take when there are concerns about the nutrition and hydration of babies or children.

#### **Additional unit guidance**

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

**Unit 123: Support individuals to be part of a community**

Unit number: K/616/7465  
 Credit: 3  
 GLH: 25  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how communities can support social inclusion</b></p>	<p>1.1 Analyse the concepts of:</p> <ul style="list-style-type: none"> <li>• Social inclusion</li> <li>• Social exclusion</li> <li>• Community.</li> </ul> <p>1.2 Explain the benefits of social inclusion for:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Communities.</li> </ul> <p>1.3 Explain the consequences of social exclusion for:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Communities.</li> </ul> <p>1.4 Analyse how key legislation can promote social inclusion and reduce social exclusion in the community.</p> <p>1.5 Evaluate a range of ways to address barriers to social inclusion that exist in the community.</p> <p>1.6 Explain how <b>different roles</b> can support social inclusion.</p>
<p><b>2. Be able to support the social inclusion of individuals in communities</b></p>	<p>2.1 Establish links with a range of community resources.</p> <p>2.2 Use active participation to support social inclusion of individuals.</p> <p>2.3 Use a range of activities to support an individual to have a positive role and sense of identity in the community.</p> <p>2.4 Support an individual to develop a positive self-image and sense of identity in the community.</p>
<p><b>3. Be able to evaluate the participation of individuals in communities</b></p>	<p>3.1 Work with an individual to review their participation in a range of activities in the community.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Work with an individual to build on activities of interest that will promote social inclusion.  3.3 Evaluate own role in supporting an individual to participate in the community.

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 124: Provide support to adults who have experienced harm or abuse**

Unit number: J/504/2205  
 Credit: 5  
 GLH: 39  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the role of self and others when supporting individuals who have experienced harm or abuse.</b></p>	<p>1.1 Explain own role and responsibilities to individuals who have experienced harm or abuse.</p> <p>1.2 Explain the role and responsibilities of others to individuals who have experienced harm or abuse.</p> <p>1.3 Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse.</p>
<p><b>2. Be able to support individuals to disclose harm or abuse.</b></p>	<p>2.1 Support an individual to understand who information about harm or abuse will be shared with and the reasons for this.</p> <p>2.2 Support an individual to disclose any harm or abuse they have experienced at their own pace.</p> <p>2.3 Explain why it is important to respond calmly to disclosures of harm or abuse.</p> <p>2.4 Communicate with an individual according to their level of understanding when they are disclosing harm or abuse.</p> <p>2.5 Seek only sufficient information to confirm that there is an allegation.</p> <p>2.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court.</p> <p>2.7 Keep detailed, accurate, timed, dated and signed records about any disclosures of harm or abuse.</p> <p>2.8 Access further support in situations that are outside your expertise, experience, role and responsibility.</p>
<p><b>3. Be able to support individuals who have experienced harm or abuse.</b></p>	<p>3.1 Access information about how to support an individual who has experienced harm or abuse.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Work with an individual, agreed key people and others to establish what outcomes they want from safeguarding interventions.</p> <p>3.3 Work with an individual, agreed key people and others to understand implications from harm and abuse.</p> <p>3.4 Work with <b>agreed key people</b> and others to support an individual to deal with distress, fear and anxieties that may have been caused by harm or abuse.</p> <p>3.5 Work with <b>agreed key people</b> and others to support an individual to develop positive coping strategies.</p> <p>3.6 Seek support where the individual's behaviour gives cause for concern.</p> <p>3.7 Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience.</p> <p>3.8 Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.</p>

**Additional unit guidance**

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

**Unit 125: Supporting infection prevention and control in social care**

Unit number: M/616/7466  
 Credit: 3  
 GLH: 24  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how infection prevention and control policies and guidelines can be applied within different settings</b>	1.1 Explain how infection prevention policies and guidelines can be applied in own work setting. 1.2 Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings.
<b>2. Be able to support infection prevention and control practices in the work setting</b>	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.
<b>3. Be able to minimise the risk and spread of infection when using equipment</b>	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
<b>4. Understand how to respond to outbreaks of infection in the work setting</b>	4.1 Explain how to work with others to identify infection outbreaks in own work setting.

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

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.



**Unit 126: Support individuals to stay safe from harm or abuse**

Unit number: T/504/2202  
 Credit: 4  
 GLH: 27  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand how legislative frameworks support the safeguarding of individuals.</b>	1.1 Outline 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.
<b>2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse.</b>	2.1 Identify the factors that make an individual vulnerable to <b>harm or abuse</b> . 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 common features of perpetrator behaviour. 2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable. 2.5 Support an individual to gain understanding of the risks associated with the use of electronic communications.
<b>3. Be able to support individuals to gain understanding about how to stay safe.</b>	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 to balance their rights, responsibilities and risks. 3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse.
<b>4. Be able to work in ways that support individuals to stay safe.</b>	4.1 Engage with an individual in a way that supports trust and rapport. 4.2 Support an individual to express fears, anxieties or concerns they may have about their safety.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused.</p> <p>4.4 Take action to deal with risks that may lead to harm or abuse.</p> <p>4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse.</p> <p>4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court.</p> <p>4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed.</p> <p>4.8 Explain the actions that should be taken if reported concerns are not acted upon.</p> <p>4.9 Access support in situations that are outside your expertise, experience, role and responsibility.</p> <p>4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse.</p>

### Amplification

**Harm or abuse;** learners may refer to Physical, Psychological, Sexual. Finance, Institutional, Neglect, Bullying

### Additional unit guidance

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

**Unit 127: Assess the needs of carers and families**

Unit number: T/504/2216  
 Credit: 4  
 GLH: 28  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the contribution that families and carers make in caring for individuals.</b></p>	<p>1.1 Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include <b>demographic information</b>.</p> <p>1.2 Explain the rights of families and carers providing care to individuals.</p> <p>1.3 Describe the benefits to society of family and unpaid carers providing care.</p> <p>1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care.</p>
<p><b>2. Be able to engage with families and carers who are providing care.</b></p>	<p>2.1 Support families and carers to speak about their experiences of providing care to individuals.</p> <p>2.2 Use active listening skills to identify unspoken feelings and emotions.</p> <p>2.3 Support families and carers to understand their rights.</p> <p>2.4 Support families and carers in their caring role.</p> <p>2.5 Explain to families and carers the additional support that is available.</p> <p>2.6 Gain consent from families and carers to speak with others about their circumstances.</p>
<p><b>3. Be able to assess the needs of families and carers.</b></p>	<p>3.1 Support families and carers to identify the support they need to meet the needs of an individual.</p> <p>3.2 Identify with families and carers the areas of care which they want to retain.</p> <p>3.3 Support families and carers to identify their wishes and needs for their own well-being.</p> <p>3.4 Gather additional information from agreed others.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Share the record of assessment with families and carers.
<p><b>4. Be able to identify a plan to support families and carers.</b></p>	<p>4.1 Support families, carers and others to identify resources to address needs and wishes.</p> <p>4.2 Support families, carers and others to develop a plan of action to access resources.</p> <p>4.3 Support families, carers and others to implement the plan of action.</p>

**Additional unit guidance**

This unit must be assessed in line with Skills for Health Assessment Principles & Skills for Care and Development’s Assessment Principles.

**Unit 128: Support individuals with autistic spectrum conditions**

Unit number: M/504/2196  
 Credit: 4  
 GLH: 33  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand legislative frameworks that relate to individuals with autistic spectrum conditions.</b></p>	<p>1.1 Outline the legislative frameworks that relate to an individual with autistic spectrum condition</p> <p>1.2 Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition</p>
<p><b>2. Understand the main characteristics of autistic spectrum conditions.</b></p>	<p>2.1 Outline a range of <b>theories</b> on autistic spectrum condition.</p> <p>2.2 Explain the characteristics of autistic spectrum conditions</p> <p>2.3 Describe the sensory and perpetual difficulties commonly experienced by individuals with an autistic spectrum condition</p> <p>2.4 Describe other conditions that may be associated with the autistic spectrum</p> <p>2.5 Describe how language and intellectual abilities vary across the autistic spectrum</p>
<p><b>3. Be able to support individuals with autistic spectrum conditions.</b></p>	<p>3.1 Describe an individual’s experience of the autistic spectrum condition and it’s characteristics.</p> <p>3.2 Support an individual to understand the impact of their autistic condition on themselves and others</p> <p>3.3 Encourage an individual to recognise the strengths of their characteristics</p> <p>3.4 Support an individual with an autistic spectrum condition to develop their personal skills</p> <p>3.5 Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication.</b></p>	<p>4.1 Identify specific methods of communication for an individual</p> <p>4.2 Use specific methods of communication to support interactions with an individual</p> <p>4.3 Ascertain patterns of behaviour associated with an individual's autistic spectrum condition</p> <p>4.4 Support an individual in ways that recognise the significance and meaning of their behaviour</p>
<p><b>5. Be able to support individuals with transitions and change.</b></p>	<p>5.1 Support an individual with autistic spectrum condition to make transitions.</p> <p>5.2 Work with an individual and other to recognize routines that are important to the individual</p> <p>5.3 Support an individual during changes to their routines</p> <p>5.4 Enable an individual to use routines to make sense and order of their daily life</p> <p>5.5 Recognise how to make adaptations to the physical sensory environment to:</p> <ul style="list-style-type: none"> <li>• Reduce sensory overload</li> <li>• Increase sensory stimulation</li> </ul> <p>5.6 Work with an individual and others to develop strategies that help them manage their physical and sensory environment.</p>

### Amplification

**Theories;** learner may include Mind-blindness theory, Emphasising systemising theory, Extreme male brain theory,

### Additional unit guidance

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

**Unit 129: Support people who are providing homes to individuals**

Unit number: R/504/2224  
 Credit: 6  
 GLH: 40  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Be able to carry out assessments for the approval of adult placement / shared lives carers.</b></p>	<p>1.1 Provide information to carer(s) on the criteria against which they will be assessed.</p> <p>1.2 Work with carer(s) to clarify their role and responsibilities</p> <p>1.3 Carry out the initial assessment report of carer(s) against agreed criteria</p> <p>1.4 Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks</p> <p>1.5 Agree the content of the assessment report with carer(s)</p> <p>1.6 Present the assessment for approval of carer(s) in line with work setting requirements</p>
<p><b>2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual.</b></p>	<p>2.1 Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual.</p> <p>2.2 Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual</p> <p>2.3 Work with carer(s) to identify learning needs related to providing a home to an individual</p> <p>2.4 Support carer(s) to meet their learning needs</p> <p>2.5 Support carer(s) to reflect on how they can make an individual feel welcome in their home</p> <p>2.6 Support carer(s) to develop 'house rules'</p> <p>2.7 Support carer(s) to prepare their families and networks for the inclusion of an individual</p>
<p><b>3. Be able to carry out the matching process between adult placement / shared lives carers and individuals.</b></p>	<p>3.1 Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s).</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Provide information to an individual and matched carer(s) prior to instructions</p> <p>3.3 Facilitate introduction meetings between an individual and potential carer(s)</p> <p>3.4 Work with an individual, potential carer(s) and others to evaluate the introduction sessions</p> <p>3.5 Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made</p>
<p><b>4. Be able to monitor and review placements of individuals.</b></p>	<p>4.1 Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements</p> <p>4.2 Complete reports from placement visits in line with work setting requirements</p> <p>4.3 Provide ongoing advice and guidance to carer(s) about the support of an individual</p> <p>4.4 Carry out periodic reviews of carer(s) in line with work setting requirements</p>

**Additional unit guidance**

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



**Unit 130: Provide support for journeys**

Unit number: A/601/8025

Credit: 2

GLH: 17

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand factors to consider when planning support for journeys</b>	1.1 Describe different aspects and factors to consider when planning a journey 1.2 Describe different risks that may arise and ways to minimise these 1.3 Describe different types of communication technology that can support planning and making journeys safely
<b>2. Be able to support individuals to plan journeys</b>	2.1 Agree with the individual the level and type of support needed for planning and making a journey 2.2 Support the individual to research a journey that they wish to make 2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
<b>3. Be able to support individuals when making journeys</b>	3.1 Support the individual in line with the journey plan 3.2 Describe ways to deal with unforeseen problems that may occur during a journey
<b>4. Be able to review the support provided for individuals when making journeys</b>	4.1 Describe what factors should be considered when reviewing support for the journey 4.2 Seek feedback from the individual on the support provided for the journey 4.3 Contribute to reviewing support for the journey 4.4 Revise the journey plan to take account of the review in line with agreed ways of working

**Additional unit guidance**

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

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

### Unit 131: Understand theories of relationships and social networks

Unit number: Y/601/8579  
 Credit: 3  
 GLH: 29  
 Level: 4

#### Unit Introduction

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to understand supportive relationships and social networks.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the relevance of relationship theories to health and social care practice</b>	1.1 Compare key principles of <b>relationship theories</b> 1.2 Analyse ways in which an understanding of relationship theories can enhance health and social care practice
<b>2. Understand the impact of relationships and social networks on well-being and self esteem</b>	2.1 Describe the benefits of supportive relationships and social networks for an individual's well-being and self esteem 2.2 Describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self esteem 2.3 Analyse the features of supportive relationships and dysfunctional relationships
<b>3. Understand factors that can influence the process of a relationship</b>	3.1 Explain the processes involved in the development, maintenance and breakdown of relationships 3.2 Analyse how the development, maintenance and breakdown of relationships can be influenced by <ul style="list-style-type: none"> <li>• Social factors</li> <li>• Economic factors</li> <li>• Cultural factors</li> <li>• Psychological factors</li> <li>• Physical factors</li> </ul>

#### Additional unit guidance

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

**Theories:** learners may cover

Obedience, Conformity, Attribution, Prejudice, Social power, Cultural differences, Social exchange, Social learning, Cognitive dissonance, Motivation.

This unit is mapped to Skills for Health NOS Units HSC356 and HSC331

**Unit 132: Leadership and Management in Adult Care**

Unit number: A/615/4445  
 Credit: 2  
 GLH: 9  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the concepts of ‘leadership’ and ‘management’ in adult care settings</b>	1.1 Explain the concepts of ‘leadership’ and ‘management’ 1.2 Analyse the <b>interdependencies</b> between leadership and management
<b>2. Understand the skills needed as a leader and as a manager in adult care settings and why managers in social care need both skill sets</b>	2.1 Critically compare the skills required to be an <ul style="list-style-type: none"> <li>• Effective manager</li> <li>• Effective leader</li> </ul> Explain why managers in adult care need both management and leadership skills. 2.2 Analyse how leadership and management skills can influence the values of an organisation
<b>3. Understand how and why leadership and management styles and skills may need to be adapted to address different situations</b>	3.1 Explain how <b>theoretical models</b> of both management and leadership can be applied to different situations in an adult care setting. 3.2 Explain how and why leadership and management styles and skills may need to be adapted to address different situations.

**Amplification**

**Interdependencies:** how leadership and management are dependent on each other to be effective, e.g. leaders tend to focus on people whereas managers focus on processes and policies, but one can exist without the other.

**Theoretical models** for example, John Adair’s action-centred leadership model, Peter Drucker’s management by objectives, Frederick Herzberg motivational theory.

**Additional unit guidance**

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

Links to NOS: SCDLMCA2, SCDLMCA5

**Unit 133: Team Leadership in Adult Care**

Unit number: Y/615/4422  
 Credit: 2  
 GLH: 9  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand team leadership in adult care</b></p>	<p>1.1 Explain what constitutes a team in an adult care setting and the different <b>roles</b> within the team</p> <p>1.2 Explain why individuals, their families and carers may be regarded as members of a team</p> <p>1.3 Analyse the key features of effective team leadership and how it might be adapted for different teams.</p> <p>1.4 Explain the importance of establishing a <b>values-based</b>, shared vision within your team</p> <p>1.5 Evaluate strategies for establishing a <b>values-based</b> culture and building commitment to the <b>values-based</b> vision for the service</p> <p>1.6 Describe how to establish a <b>culture of continual learning and development in the team</b></p>
<p><b>2. Understand team development in adult care</b></p>	<p>2.1 Analyse patterns and stages in team development</p> <p>2.2 Evaluate methods of establishing trust, accountability and effective relationships within the team</p> <p>2.3 Explain the importance of encouraging all team members to <b>share skills, knowledge and ideas</b></p> <p>2.4 Outline areas of support individuals, their families and carers may need to be effective members of the team</p> <p>2.5 Explain how you might develop an agreed shared approach to problem-solving for your organisation</p> <p>2.6 Explain different ways to evaluate the effectiveness of team performance</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Describe ways to develop the team to address challenges that arise  2.8 Evaluate strategies for maintaining wellbeing, reducing stress and building the resilience of team members, including lone workers

### Amplification

**Culture of continual learning and development in the team:** Learners should also include

- personal style and how it can influence the culture of a team and establish trust,
- how all learning is valued and where staff are supported to learn from experience

**Share skills, knowledge and ideas:** Learners should also include ‘a team approach to problem solving skills’ and how sharing skills, knowledge and ideas benefits the team, the organization and those using its services

**Values-based:** Based on person centred values which include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership

**Individual;** the person using the care or support service

**Carer;** A person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help

### Additional unit guidance

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

**Unit 134: Professional Development in Adult Care**

Unit number: T/615/4430  
 Credit: 2  
 GLH: 7  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand professional development in adult care</b></p>	<p>1.1 Justify the importance of continually improving own knowledge and practice and that of the team</p> <p>1.2 Explain potential challenges and constraints in relation to professional development in adult care</p> <p>1.3 Evaluate how sources and systems of support assist in professional development</p> <p>1.4 Explain the importance of personal development plans</p> <p>1.5 Explain the <b>manager’s responsibility to support the development of the adult care workforce</b> through a range of <b>mechanisms and resources</b> that support learning and development</p> <p>1.6 Outline a range of different learning styles</p> <p>1.7 Explain ways to ensure team members can apply new learning to practice and share learning with the team</p> <p>1.8 Explain how to measure and evaluate the effectiveness of learning opportunities in improving the service</p>
<p><b>2. Understand the value of literacy, numeracy and digital skills</b></p>	<p>2.1 Assess the importance of literacy, numeracy and digital skills across the range of roles in adult care</p> <p>2.2 Explain how to support team members to:</p> <ul style="list-style-type: none"> <li>• assess their own level of attainment in literacy, numeracy and digital skills</li> <li>• access support for further development</li> </ul>

**Amplification**

**Manager’s responsibility to support the development of the adult care workforce.** Learners must also include:

- the manager's responsibility to support the development of individual team members using learning opportunities that meet their development objectives and reflect their personal learning styles
- how to identify that staff have completed high quality learning and development that will lead to positive change in the service

**Mechanisms and resources;** Includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks

#### **Additional unit guidance**

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



**Unit 135: Supervision and Performance Management in Adult Care**

Unit number: L/615/4434  
 Credit: 1  
 GLH: 6  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand supervision in adult care</b></p>	<p>1.1 Analyse the principles, scope and purpose of supervision in adult care</p> <p>1.2 Explain the key principles of what makes supervision effective</p> <p>1.3 Explain how to use supervision to plan, revise and review team member objectives and help inform performance management</p> <p>1.4 Explain how to address factors that result in a power imbalance in supervision and how to address them</p> <p>1.5 Analyse how and why approaches to supervision might need to be adapted in the light of feedback from supervisees and others</p>
<p><b>2. Understand procedures to address performance management issues</b></p>	<p>2.1 Critically compare the formal and informal processes an organisation can use to address poor performance and unacceptable conduct</p> <p>2.2 Evaluate the manager's role in addressing poor performance and how this will relate to organisational policy and procedures</p> <p>2.3 Explain common features of disciplinary and grievance procedures and how the manager's role relates to these</p>

**Additional unit guidance**

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

**Unit 136: Resource Management in Adult Care**

Unit number: R/615/4435

Credit: 2

GLH: 7

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand resource management issues</b></p>	<p>1.1 Identify the range of resources that a manager in Adult care can expect to manage.</p> <p>1.2 Evaluate the importance of using resources sustainably and how a manager can facilitate this</p> <p>1.3 Explain the importance of accurate identification of resource priorities and allocation and potential consequences following inaccurate identification of resources, priorities and allocation.</p>
<p><b>2. Understand financial management arrangements</b></p>	<p>2.1 Explain how sources of funding can be used to construct the budget in an adult care service</p> <p>2.2 Explain how an organisation's financial management systems impact on the responsibilities and accountability of a manager</p> <p>2.3 Outline sources of information and support for managing financial resources</p>
<p><b>3. Understand human resource issues</b></p>	<p>3.1 Analyse the relationship between staffing structures and service outcomes</p> <p>3.2 Evaluate techniques to identify the number and pattern of staffing required to provide a person-centred, outcomes-based service</p> <p>3.3 Evaluate strategies for managing staffing patterns and adjusting them to meet changing circumstances</p>
<p><b>4. Understand recruitment and retention issues</b></p>	<p>4.1 Justify how values-based recruitment supports effective resource management</p> <p>4.2 Explain the importance of ensuring that recruitment and retention practices are free from discrimination and harassment and ways to achieve this</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Explain the manager’s responsibility for the induction of new workers</p> <p>4.4 Explain how to identify induction requirements for new staff</p> <p>4.5 Evaluate the impact effective professional development has on recruitment and retention of team members</p>
<p><b>5. Understand how to analyse the impact of resource management on service delivery</b></p>	<p>5.1 Explain how to capture and analyse data and information from a range of sources to understand the performance of an adult care service</p> <p>5.2 Explain how collected data and information can be used to improve resource management for better service delivery</p>

**Additional unit guidance**

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

**Unit 137: Manage Self for Leadership in Adult Care**

Unit number: D/615/4440  
 Credit: 2  
 GLH: 9  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of self-awareness</b></p>	<p>1.1 Explain how own values, belief systems and experiences can affect work practice either in a positive or a negative manner.</p> <p>1.2 Describe how own emotions can affect own behaviour and in turn the behaviour of others</p> <p>1.3 Describe strategies for keeping aware of own stress levels and for maintaining well-being</p> <p>1.4 Evaluate how to use feedback and reflective practice to increase self-awareness of own values, behaviours and actions</p>
<p><b>2. Understand how to manage own behaviour</b></p>	<p>2.1 Explain how to ensure own actions reflect a high standard of personal integrity</p> <p>2.2 Describe strategies for managing own emotions when interacting with others</p> <p>2.3 Explain ways to adapt own communication in response to the emotional context and communication style of others</p>
<p><b>3. Understand how to manage own workload</b></p>	<p>3.1 Evaluate strategies and tools for identifying work priorities</p> <p>3.2 Evaluate strategies and tools to reduce own stress levels, build resilience and support own wellbeing while meeting work priorities</p> <p>3.3 Explain how digital technology can be used to enhance own efficiency</p> <p>3.4 Explain how and when to delegate responsibilities appropriately to others</p>
<p><b>4. Understand own role to champion the vision and values of the service</b></p>	<p>4.1 Analyse the importance of ensuring own words and actions reinforce the vision and values of the service</p> <p>4.2 Evaluate ways to challenge and promote change in views, actions, systems and</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	routines that do not match the vision and values of the service
<p><b>5. Understand how to manage own learning and continuing professional development</b></p>	<p>5.1 Explain ways to evaluate own knowledge and performance and identify areas for development using:</p> <ul style="list-style-type: none"> <li>• <b>standards and benchmarks</b></li> <li>• <b>sources and systems of support</b></li> <li>• feedback from others</li> <li>• reflection on successes and failures, mistakes and achievements</li> </ul> <p>5.2 Evaluate the tools and strategies available to develop a personal learning plan</p> <p>5.3 Explain ways to evaluate the effectiveness of own learning</p>

<b>Amplification</b>
<p><b>Standards and benchmarks:</b> May include:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum/essential standards</li> <li>• National occupational standards</li> </ul> <p><b>Sources and systems of support:</b> Support for professional development may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Mentoring</li> <li>• Funding for development activities</li> </ul> <p>These may be</p> <ul style="list-style-type: none"> <li>• Within the organisation</li> <li>• Beyond the organization</li> </ul> <p><b>Others;</b> may include:</p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Carers, family members and friends</li> <li>• Advocates</li> <li>• Paid workers</li> </ul>

- Other professionals

**Additional unit guidance**

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

**Unit 138: Develop professional supervision practice in health and social care settings**

Unit number: A/616/7468  
 Credit: 4  
 GLH: 33  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the purpose of professional supervision in health and social care settings</b></p>	<p>1.1 Analyse the principles, scope and purpose of professional supervision</p> <p>1.2 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision</p> <p>1.3 Explain how professional supervision can protect the:</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Supervisor</li> <li>• Supervisee</li> </ul>
<p><b>2. Understand how the principles of professional supervision can be used to inform performance management in health and social care settings</b></p>	<p>2.1 Explain the performance management cycle</p> <p>2.2 Analyse how professional supervision supports performance</p>
<p><b>3. Be able to undertake the preparation for professional supervision with supervisees in health and social care settings</b></p>	<p>3.1 Explain factors which result in a power imbalance in professional supervision</p> <p>3.2 Explain how to address power imbalance in own supervision practice</p> <p>3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process</p> <p>3.4 Agree with supervisee the frequency and location of professional supervision</p> <p>3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision</p> <p>3.6 Agree with supervisee actions to be taken in preparation for professional supervision</p>
<p><b>4. Be able to provide professional supervision in health and social care settings</b></p>	<p>4.1 Support supervisees to reflect on their practice</p> <p>4.2 Provide positive feedback about the achievements of the supervisee</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.3 Provide constructive feedback that can be used to improve performance 4.4 Support supervisees to identify their own development needs 4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting 4.6 Support supervisees to explore different methods of addressing challenging situations 4.7 Record agreed supervision decisions
<b>5. Be able to manage conflict situations during professional supervision in health and social care settings</b>	5.1 Give examples from own practice of managing conflict situations within professional supervision 5.2 Reflect on own practice in managing conflict situations experienced during professional supervision process
<b>6. Be able to evaluate own practice when conducting professional supervision in health and social care settings</b>	6.1 Gather feedback from supervisee/s on own approach to supervision process 6.2 Adapt approaches to own professional supervision in light of feedback from supervisees and others

**Additional unit guidance**

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

Learning outcomes 3, 4, 5 and 6 must be assessed in the work setting.



**Unit 139: Manage team performance**

Unit number: A/506/1821

Credit: 4

GLH: 21

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the management of team performance</b></p>	<p>1.1. Explain the use of benchmarks in managing performance</p> <p>1.2. Explain a range of quality management techniques to manage team performance</p> <p>1.3. Describe constraints on the ability to amend priorities and plans</p>
<p><b>2. Be able to allocate and assure the quality of work</b></p>	<p>2.1 Identify the strengths, competences and expertise of team members</p> <p>2.2 Allocate work on the basis of the strengths, competences and expertise of team members</p> <p>2.3 Identify areas for improvement in team members' performance outputs and standards</p> <p>2.4 Amend priorities and plans to take account of changing circumstances</p> <p>2.5 Recommend changes to systems and processes to improve the quality of work</p>
<p><b>3. Be able to manage communications within a team</b></p>	<p>3.1 Explain to team members the lines of communication and authority levels</p> <p>3.2 Communicate individual and team objectives, responsibilities and priorities</p> <p>3.3 Use communication methods that are appropriate to the topics, audience and timescales</p> <p>3.4 Provide support to team members when they need it</p> <p>3.5 Agree with team members a process for providing feedback on work progress and any issues arising</p> <p>3.6 Review the effectiveness of team communications and make improvements</p>

**Unit 140: Encourage learning and development**

Unit number: M/506/1962  
 Credit: 3  
 GLH: 16  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles of learning and development</b></p>	<p>1.1. Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs</p> <p>1.2. Analyse the advantages and limitations of different learning and development methods</p> <p>1.3. Explain how to identify individuals' learning and development needs</p> <p>1.4. Evaluate the role of self-reflection in learning and development</p>
<p><b>2. Be able to support individuals' learning and development</b></p>	<p>2.1 Promote the benefits of learning to people in own area of responsibility</p> <p>2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources</p> <p>2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs</p> <p>2.4 Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan</p> <p>2.5 Create an environment that encourages and promotes learning and development</p> <p>2.6 Provide opportunities for individuals to apply their developing competence in the workplace</p>
<p><b>3. Be able to evaluate individuals' learning and development</b></p>	<p>3.1 Analyse information from a range of sources on individuals' performance and development</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Evaluate the effectiveness of different learning and development methods 3.3 Agree revisions to personal development plans in the light of feedback

**Unit 141: Contribute to effective team working in health and social care settings**

Unit number: F/616/7469  
 Credit: 4  
 GLH: 25  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand theories of teams and team working</b></p>	<p>1.1 Outline models of team working.                      1.2 Explain the process of team development.                      1.3 Analyse how shared goals can lead to team cohesion.</p>
<p><b>2. Understand the principles that underpin effective teamwork</b></p>	<p>2.1 Explain why teams need:</p> <ul style="list-style-type: none"> <li>• clear objectives</li> <li>• clearly defined roles and responsibilities</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• effective communication</li> <li>• conflict resolution.</li> </ul> <p>2.2 Explain why mutual respect and support promotes effective teamwork.                      2.3 Explain how the values of own organisation influences the working of your team.                      2.4 Explain how teams manage change                      2.5 Explain the benefits of effective team performance.</p>
<p><b>3. Be able to work as part of a team</b></p>	<p>3.1 Identify own role and responsibility in the team.                      3.2 Fulfil own responsibilities within the team.                      3.3 Communicate effectively with team members.                      3.4 Involve other team members in decision making.                      3.5 Seek support and advice from others                      3.6 Offer support to other team members.                      3.7 Explain lines of reporting and responsibility in the team.</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.8 Analyse the strengths and contributions of other team members to the work of the team.
<b>4. Be able to support individual team members</b>	4.1 Provide encouragement and support to individual team members within their roles. 4.2 Provide constructive feedback on performance to individual team members.
<b>5. Be able to review the work of the team</b>	5.1 Reflect on own performance in working as part of a team. 5.2 Review team performance in achieving or working towards goals. 5.3 Contribute to the development of continuous improvement within the work of the team.

**Additional unit guidance**

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

**Unit 142: Prepare for and support quality audits**

Unit number: K/506/1992  
 Credit: 3  
 GLH: 17  
 Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the principles underpinning the management of quality</b></p>	<p>1.1. Analyse the principles of quality management</p> <p>1.2. Analyse the purpose and requirements of a range of quality standards</p> <p>1.3. Analyse the advantages and limitations of a range of quality techniques</p> <p>1.4. Assess how the management of quality contributes to the achievement of organisational objectives</p>
<p><b>2. Be able to prepare for quality audits</b></p>	<p>2.1 Establish the quality requirements applicable to the work being audited</p> <p>2.2 Confirm that documentation is complete</p> <p>2.3 Confirm that any previously agreed actions have been implemented</p> <p>2.4 Make available information requested in advance by auditors</p>
<p><b>3. Be able to support quality audits</b></p>	<p>3.1 Provide access to information on request within scope of the audit</p> <p>3.2 Agree actions and timescales with auditors that will remedy non-conformance or non-compliance</p> <p>3.3 Identify instances where business processes, quality standards and/or procedures could be improved</p> <p>3.4 Develop a quality improvement plan that addresses the issues raised</p>

**Unit 143: Manage induction in health and social care settings**

Unit number: T/616/7470  
 Credit: 4  
 GLH: 21  
 Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the purpose of induction for health and social care settings</b></p>	<p>1.1 Explain why induction is important for practitioners, individuals and organisations</p> <p>1.2 Identify information and support materials that are available to promote effective induction</p> <p>1.3 Explain the link between induction processes, qualifications and progression routes in the sector</p> <p>1.4 Analyse the role of the induction process in supporting others to understand the values, principles and agreed ways of working within a work setting</p> <p>1.5 Analyse the role of induction in safeguarding individuals and others within a work setting</p>
<p><b>2. Be able to manage the induction process in health and social care settings</b></p>	<p>2.1 Explain the factors that influence induction processes for practitioners</p> <p>2.2 Develop an induction programme in agreement with others</p> <p>2.3 Manage the induction process for practitioners</p>
<p><b>3. Be able to support the implementation of induction processes in health and social care settings</b></p>	<p>3.1 Identify different methods that can be used to support the induction process for practitioners</p> <p>3.2 Support others involved in the induction of practitioners</p> <p>3.3 Obtain feedback from others on practitioners achievement of identified induction requirements</p> <p>3.4 Support practitioners to reflect on their learning and achievement of induction requirements</p> <p>3.5 Provide feedback to practitioners on achievement of induction requirements</p> <p>3.6 Support personal development planning for a practitioner on completion of induction</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>4. Be able to evaluate the induction process in health and social care settings</b></p>	<p>4.1 Explain the importance of continuous organisational improvement in the provision of induction</p> <p>4.2 Obtain feedback on the induction process from practitioners</p> <p>4.3 Obtain feedback on the induction process from others in the work setting</p> <p>4.4 Use feedback to identify areas for improvement within the induction process</p>
<p><b>5. Be able to implement improvements to the induction process in health and social care settings</b></p>	<p>5.1 Work with others to identify improvements within the induction process</p> <p>5.2 Work with others to implement changes required to address areas for improvement within the induction process</p>

#### **Additional unit guidance**

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

Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.



### **Appendix 3: Sample assessment material**

Highfield has produced a learner assessment pack containing tracking sheets which can be used to assist learners in compiling their portfolio of evidence. This is available to download from the members' area of the Highfield website.