



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Diploma in Adult Care (RQF)

Qualification Number: 610/0103/6

Version 3.2

Approved by



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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2	Rebranded
Version 3.1	Addition of SfC&D Assessment Principles guidance with hyperlink to the document
Version 3.2	M/650/2307 – Amended LO1 spelling error K/615/0603 – LO1 AC numbering corrected

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 3 Diploma in Adult Care (RQF) is regulated by Ofqual.

The qualification was developed in association with Skills for Care.

The qualification can be undertaken alone and links with the knowledge and skills required for the Apprenticeship Standard Lead Adult Care Worker. It is applicable to a variety of job roles including below lead adult care worker and lead personal assistant

Qualification Purpose

The qualification develops the knowledge, skills and competence of learners working in a wide range of roles in a health and social care setting. Learners must be in paid or voluntary work to enable assessment to take place.

The purpose of the qualification is to support a role in the workplace and to enable learners to progress to a higher level qualification in the same subject area.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 4 Diploma in Adult Care
- Level 5 Diploma in Leadership and Management for Adult Care
- Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events
- Lead Adult Care Apprenticeships.

Successful learners can apply for job roles such as:

- Care home worker
- Lead Adult Care worker

Structure

Learners must achieve all credits from all mandatory units. Additionally, they must achieve 19 credits from optional units.

More than 50% of the credits must be at level 3 or above.

Title	Unit ref.	Level	Guided learning hours	Credit value
Agreed Ways of Working in Care Settings	K/650/2298	3	25	3
Safeguarding in Care Settings	L/650/2299	3	26	4
Mental Capacity and Restrictive Practice in Care Settings	A/650/2300	3	20	3
Duty of care in care Settings	D/650/2301	3	24	2
Effective Communication in Care Settings	F/650/2302	3	22	4
Handling Information in Care Settings	H/650/2303	3	20	2
Person-Centred Practice in Care Settings	J/650/2304	3	24	3
Importance of Choice and Independence in Care Settings	K/650/2305	3	21	2
Importance of Health and Wellbeing	L/650/2306	3	23	3
Equality, Diversity, Inclusion and Human Rights in Care Settings	M/650/2307	3	27	3
Health and Safety in Care Settings	R/650/2308	3	28	3
Infection Prevention and Control in Care Settings	T/650/2309	3	27	2
The Importance of Continuous Development	D/650/2310	3	24	3
The Importance of Personal Wellbeing	F/650/2311	3	29	2

Optional Units

Title	Unit ref.	Level	Guided learning hours	Credit value
Digital Skills for Care Settings	H/650/2312	3	29	4
Understand the impact of Acquired Brain Injury on individuals	D/616/4496	3	28	3
Support those with an autistic spectrum condition	J/650/2313	3	26	3
Understand how to support individuals with autistic spectrum conditions	J/616/4136	3	28	3
Understand the process and experience of dementia	H/616/4080	3	22	3
Understand the administration of medication to individuals with dementia using a person-centred approach	A/616/4246	3	15	2
Understand the role of communication and interactions with individuals who have dementia	F/616/4247	3	26	3
Understand the diversity of individuals with dementia and the importance of inclusion	M/616/4132	3	23	3
Support individuals with dementia	K/650/2314	3	35	4
Diabetes Awareness	M/616/4146	3	46	6
Support individuals who are bereaved	T/616/4083	3	30	4
Understand end of life care	A/616/8636	3	53	7
Support those that are at the end of life	L/650/2315	3	50	6
Understand how to support those that are at the end of life	M/650/2316	3	35	5

Title	Unit ref.	Level	Guided learning hours	Credit value
Understand the context of supporting individuals with learning disabilities	A/616/4084	3	35	4
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	H/616/4497	3	21	3
Understand Mental Health	R/650/2317	3	16	3
Awareness of the Mental Capacity Act 2005	F/616/4085	3	28	3
Understand mental well-being and mental health promotion	R/616/4060	3	20	3
Promotion of mental well-being and mental health	M/650/2433	3	20	3
Support Physical Needs of Individuals with Mental Health Needs	T/650/2318	4	35	5
Understand how to Support Individuals Affected by Parkinson's	Y/650/2319	3	25	3
Understand Sensory Loss in Health and Social Care	F/650/2320	3	21	3
Support the assessment of sensory loss in individuals	H/650/2321	3	22	3
Effective communication with individuals with sensory loss	J/650/2322	3	30	4
Stroke Awareness	D/616/4143	2	28	3
Stroke care management	Y/616/9177	3	36	4
Carry out assessments for substance misuse the needs of substance misusers	K/650/2323	3	30	5
Understanding Drug Use: Facts, Effects, Symptoms and Attitudes	K/615/0603	3	25	5
Recognise indications of substance misuse and refer individuals to specialists	T/616/4147	3	24	4
Resource management in adult care	D/616/4479	4	25	3
Coordination of activity provision in adult care	Y/616/8627	3	25	4
Understand the effects of ageing in activity provision	H/616/4144	3	17	2
Principles and practice of advocacy in adult care	Y/616/8496	4	35	5
Coordination of assistive living technology use	D/616/8628	4	31	4
Understand advance care planning	L/616/4140	3	25	3
Understand how to support individuals to care for their feet	K/616/8552	2	25	3
Facilitate learning and development activities to meet individual needs and preferences	A/616/4165	3	35	5
Promote the management of continence	H/616/8629	3	30	4
Promote nutrition and hydration in health and social care settings	R/616/4236	3	32	4
Introduction to personalisation in social care	T/616/4133	3	22	3
Obtain venous blood samples	L/616/4073	3	24	3
Administer medication to individuals and monitor the effects	F/616/4152	3	30	5
Support use of medication in social care settings	H/616/4192	3	40	5
Undertake physiological measurements	K/616/4064	3	23	3
Promote positive behaviour	D/616/4191	3	44	6
Enable individuals with behavioural difficulties to develop strategies to change their behaviour	F/616/4197	3	41	8

Title	Unit ref.	Level	Guided learning hours	Credit value
Develop implement and review reablement services	H/616/8503	4	30	4
Understand positive risk taking for individuals with disabilities	F/616/4135	3	25	3
Understand how to support positive decisions and risk taking for individuals	L/650/2324	3	30	4
Undertake agreed pressure area care	H/616/4158	2	30	4
Work in partnership with families to support individuals	Y/616/4089	3	27	3
Assess the needs of carers and families	R/616/4219	3	28	4
Provide support to maintain and develop skills for everyday life	K/616/4162	3	28	4
Support independence in the tasks of daily living	J/616/4086	3	37	5
Facilitate person centred assessment, planning, implementation, and review	H/616/4175	3	45	6
Support person-centred thinking and planning	H/616/4208	3	41	5
Support individuals to continue with recommended therapy	M/650/2325	3	20	3
Lead a team	F/616/8640	3	25	3
Manage induction in health and social care or children and young people's settings	T/616/4245	4	21	3
Mentoring in adult care services	J/616/8509	4	30	4
Contribute to maintaining quality in adult care	L/616/8639	3	25	3
Contribute to effective team working in health and social care or children and young people's settings	T/616/4214	3	25	4
Support individuals with multiple conditions and/or disabilities	Y/616/8529	3	31	4
Understand physical disability	L/616/4137	3	22	3
Principles of supporting young people with a disability to make the transition into adulthood	H/616/4354	3	30	3
The principles of infection prevention and control	Y/616/4058	2	30	3
Causes and spread of infection	Y/616/4061	2	20	2
Provide support to adults who have experienced harm or abuse	J/616/4217	4	39	5
Move and position individuals in accordance with their care plan	K/616/4159	2	26	4
Support individuals to maintain personal hygiene	L/616/4204	2	17	2
Principles of supporting an individual to maintain personal hygiene	A/616/4134	2	10	1
Support individuals to meet personal care needs	L/616/4641	2	16	2
Develop professional supervision practice in health and social care or children and young people's work settings	Y/616/4352	5	39	5
Support individuals to live at home	M/616/4177	3	29	4
Enable individuals to negotiate environments	M/616/4213	3	34	4
Support individuals with specific communication needs	A/616/4179	3	35	5
Support individuals to access and use services and facilities	Y/616/4173	3	25	4
Promote active support	D/616/4210	3	36	5
Support individuals with mobility	R/650/2326	2	14	2

Title	Unit ref.	Level	Guided learning hours	Credit value
Support individuals who are distressed	M/616/4244	2	21	3
Support individuals during a period of change	K/616/4081	3	29	4
Provide support for sleep	L/616/4655	2	13	2
Support individuals to be part of a community	Y/616/4223	3	20	3
Support carers to meet the care needs of individuals	Y/616/8451	3	30	4
Support the spiritual wellbeing of individuals	F/616/4233	3	26	4
Support individuals to access housing and accommodation services	R/616/8450	3	31	4
Understand the factors affecting older people	M/616/4227	3	17	2
Care for the elderly	M/616/4079	2	10	2
Prepare for and carry out extended feeding techniques	L/616/4350	3	27	4
Cleaning, decontamination and waste management	D/616/4059	2	20	2
Prepare environments and resources for use during healthcare activities	K/616/4193	2	20	3
Management of pain and discomfort	D/616/8631	3	24	3

Barred Units

D/616/4143	Stroke Awareness	Y/616/9177	Stroke care management
F/616/4152	Administer medication to individuals and monitor the effects	H/616/4192	Support use of medication in social care settings
H/616/4175	Facilitate person centred assessment, planning, implementation, and review	H/616/4208	Support person-centred thinking and planning
Y/616/4058	The principles of infection prevention and control	Y/616/4061	Causes and spread of infection
M/616/4227	Understand the factors affecting older people	M/616/4079	Care for the elderly

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 407 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 173 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 580 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the Skills for Care and Development Assessment Principles available [here](#).

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.

- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful

consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess, or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment

- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- 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
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Agreed Ways of Working in Care Settings	
Unit reference number:		K/650/2298	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand agreed ways of working.	1.1	Explain why it's important to work within the scope of own role, responsibility, and training.
		1.2	Explain what is meant by the term ' delegated healthcare task '.
		1.3	Outline who might delegate a healthcare task.
		1.4	Explain why a healthcare task may be delegated.
		1.5	Describe own role in quality assurance processes for individuals accessing care.
		1.6	Describe own role in promoting positive experiences for individuals accessing care.
2.	Be able to work in ways that are agreed with the employer.	2.1	Demonstrate where to access full and up-to-date details of agreed ways of working.
		2.2	Implement agreed ways of working.
3.	Understand working relationships in care settings.	3.1	Describe how a working relationship is different from a personal relationship.
		3.2	Outline different working relationships and partnerships in care settings.
		3.3	Explain why it is important to work in partnership with others.
		3.4	Describe different skills and approaches that can be used when working in partnership with others
		3.5	Explain how and when to access support and advice about: • partnership working. • resolving conflicts in relationships and partnerships.
4.	Be able to work in partnership with others.	4.1	Demonstrate ways of working that can help improve partnership working.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Delegated healthcare tasks may include, but are not limited to: • supporting skin integrity and wound healing by changing dressing • supporting a person's nutrition using a PEG (Percutaneous endoscopic gastrostomy) • supporting a person to manage their diabetes through insulin administration and monitoring. Quality assurance processes: this will include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures Agreed ways of working: these will include policies and procedures, job descriptions and less formal agreements and expected practices.			

Working relationships: learners must consider the following groups of people they have working relationships with (unless their role means they do not have a relationship with a particular group of people):

- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- other colleagues (paid and volunteers) within the organisation
- managers and senior management
- paid workers and volunteers from other organisations and teams.

Others: in this context, others may include:

- individuals accessing care and support services
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- manager and senior management
- paid workers and volunteers from other organisations and teams.

Title:		Safeguarding in Care Settings	
Unit reference number:		L/650/2299	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the national and local context of safeguarding and protection from abuse and neglect.	1.1	Outline relevant legislation, principles, national policies and frameworks and local systems that relate to safeguarding and protection from abuse and neglect.
		1.2	Describe the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect.
		1.3	Outline when and how you would report serious failures in upholding individuals' rights to live free from abuse and neglect and how they influence current practice.
		1.4	Describe where to find sources of information and advice about own role in safeguarding, including whistle blowing and accountability for decision making and information sharing.
2.	Know how signs of abuse and neglect in care settings.	2.1	Define the following terms: • safeguarding • abuse • harm.
		2.2	Explain the factors that contribute to an individual being more at risk of abuse or neglect
		2.3	Explain what is meant by: • physical abuse • domestic abuse • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse • neglect/acts of omission • self-neglect
		2.4	Outline indicators that an individual may be being abused.
		2.5	Identify indicators of perpetrator behaviour.
3.	Understand ways to reduce the likelihood of abuse or neglect occurring care settings.	3.1	Explain how the likelihood of abuse may be reduced by: • working with person centred values • enabling active participation • promoting choice and rights • working in partnership with others.
		3.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
4.	Know how to respond to suspected or disclosed abuse and neglect care settings.	4.1	Describe the actions to take if there are suspicions an individual is being abused or neglected.
		4.2	Explain how to respond if an individual discloses that they are being abused.
		4.3	Outline issues relating to consent to share information about suspicions or disclosures of abuse or neglect.
		4.4	Describe how to share information about suspicions or disclosures of abuse or neglect.
		4.5	Explain how to keep the individual and others appropriately informed and involved about their

			safeguarding concern in line with policies and procedures.
		4.6	Identify ways to ensure evidence is preserved.
		4.7	Outline how and when to seek support in relation to responding to safeguarding concerns.
		4.8	Explain how to respond to suspicion or disclosure that a child or young person is being abused or neglected.
5.	Know how to recognise and report unsafe practices care settings.	5.1	Identify unsafe practices that may affect individuals' wellbeing.
		5.2	Explain the actions to take if unsafe practices have been identified.
		5.3	Explain the action to take if suspected abuse or unsafe practices have been reported but no action taken in response.
6.	Understand the principles of online safety in care settings.	6.1	Explain the importance of balancing online safety measures with the benefits individuals can gain from accessing online systems, and the individual's right to make informed decisions.
		6.2	Outline the potential risks to individuals presented by: • use of electronic communication devices • use of the internet • use of social networking sites • carrying out financial transactions online
		6.3	Describe ways of working inclusively with individuals to reduce the risks presented by each of these types of activity.

Assessment requirements:

This unit must be assessed in a real-work environment.

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

Assessment guidance:

Relevant legislation: learners should consider how different legislation relates to and influences Safeguarding practices. This may include, but is not limited to:

- Liberty Protection Safeguards
- Mental Capacity Act 2005
- Human Rights Act 1998
- Equality Act 2010
- Mental Health Act 1983
- Health and Social Care Act 2012
- Care Act 2014.

Principles: including, but not limited to, the 6 principles of safeguarding embedded within the Care Act 2014: Empowerment, Prevention, Proportionality, Protection, Partnership, Accountability.

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

Local systems may include:

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

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

Factors may include:

- a setting or situation
- the individual and their care and support needs.

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

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

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

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

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

Actions: these actions constitute the learner's responsibilities in responding to disclosures or suspicions of abuse in line with internal policies and procedures. They include actions to take if the disclosure or suspicion implicates:

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

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties.

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

Title:		Mental Capacity and Restrictive Practice in Care Settings	
Unit reference number:		A/650/2300	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of mental capacity.	1.1	Explain the main purpose and principles of relevant legislation and codes of practice relating to mental capacity, and how these principles interact.
		1.2	Identify factors that influence an individual's mental capacity and ability to express consent.
		1.3	Describe the relationship between an individuals' mental capacity, consent, choice and safety.
		1.4	Define the term 'valid consent'.
2.	Understand the application of the principles of mental capacity and consent.	2.1	Outline own role and responsibilities in relation to relevant principles, legislation and codes of practice, and upholding individuals' rights.
		2.2	Explain the importance of establishing an individual's consent when providing care and support.
		2.3	Describe how personal values and attitudes can influence perceptions of situations and of individuals' capacity.
		2.4	Outline strategies and skills that could be used to maximise individuals' capacity to make their own decisions.
		2.5	Outline own role in identifying when an assessment of capacity may be required.
		2.6	Describe the steps to take if consent cannot be readily established and own role in this.
3.	Understand restrictive practices in care settings.	3.1	Define restrictive practice.
		3.2	Explain the importance and impact of seeking the least restrictive option for individuals.
		3.3	Describe how to raise concerns when restrictions appear out of proportion with evident risk.
		3.4	Outline organisational policies and procedures in relation to restrictive practices.
		3.5	Outline own role in implementing organisational policies and procedures in relation to restrictive practices.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Principles: this must include the 'best interest' principle. Legislation and codes of practice: including, but not limited to: • Liberty Protection Safeguards • Mental Capacity Act 2005 • Human Rights Act 1998 • Equality Act 2010 • Mental Health Act 1983 • Health and Social Care Act 2012 • Care Act 2014 • Data Protection Act 2018. Factors: including, but not limited to, fluctuating capacity and time, and decision specificity, as well as environment, noise, time of day, coercive/controlling behaviour from others and so on.			

Strategies and skills: these will include effective communication and engagement skills to provide practical support. This may include providing information in different formats, using communication aids, addressing environmental factors, listening, and recognising and responding appropriate to coercive behaviours.

Steps to take: these will include adhering to the principles of the Mental Capacity Act as well as adhering to organisations policies and procedures and include best interest decisions.

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

Title:		Duty of Care in Care Settings	
Unit reference number:		D/650/2301	
Level:		3	
Credit value:		2	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how duty of care contributes to safe practice in care settings.	1.1	Explain the meaning of duty of care in own work role.
		1.2	Describe how duty of care relates to duty of candour.
		1.3	Describe how duty of care contributes to the safeguarding and protecting of an individuals' right to live in safety and be free from abuse and neglect.
2.	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1	Identify potential conflicts or dilemmas that may arise between the duty of care and an individual's rights.
		2.2	Describe how to work effectively with individuals and others to manage conflicts and dilemmas related to duty of care to achieve positive outcomes for individuals in care settings.
		2.3	Describe where to get additional support and advice about conflicts and dilemmas.
3.	Know how to respond to concerns and complaints in care settings.	3.1	Outline own role in listening and responding to comments and complaints in care settings.
		3.2	Explain the main points of agreed procedures for handling comments and complaints in care settings.
		3.3	Explain the importance of empowering individuals and others to express their comments and complaints in care settings.
4.	Know how to recognise and respond to adverse events, incidents, errors and near misses in care settings.	4.1	Outline what are considered to be adverse events, incidents, errors and near misses.
		4.2	Explain how to recognise, report, and respond to adverse events, incidents, errors and near misses.
		4.3	Describe how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. Others: in this context, this refers to everyone a worker is likely to come in to contact with, including: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers.			

Title:		Effective Communication in Care Settings	
Unit reference number:		F/650/2302	
Level:		3	
Credit value:		4	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand why effective communication is important in the work setting.	1.1	Describe different reasons people communicate.
		1.2	Evaluate how communication affects relationships in the work setting.
		1.3	Describe how communication skills can be used to manage complex, sensitive, abusive, and difficult situations.
		1.4	Explain the importance of maintaining open and honest communication.
2.	Understand the variety in peoples' communication needs and preferences in care settings.	2.1	Outline the range of communication styles, methods, and skills available.
		2.2	Describe how people may use and or interpret communication methods and styles in different ways.
		2.3	Identify the factors to consider when promoting effective communication.
		2.4	Explain how digital and other technologies can be used to promote and enhance communication between self and others.
		2.5	Outline the barriers that may be present when communicating with others.
		2.6	Explain how to access extra support or services to enable effective communication with and between individuals.
		2.7	Evaluate the impact of poor or inappropriate communication practices.
3.	Be able to communicate effectively with others in care settings.	3.1	Demonstrate a range of effective communication methods and skills in care settings.
		3.2	Apply communication skills appropriately in relation to message and audience for maximum impact in care settings.
		3.3	Demonstrate the use of communication skills to build relationships in care settings.
		3.4	Identify barriers to communication with a range of people in care settings.
		3.5	Demonstrate ways to overcome barriers to communication with a range of people in care settings.
4.	Be able to meet the communication and language needs, wishes and preferences of individuals in care settings.	4.1	Establish the communication and language needs, wishes and preferences of individuals in order to maximise the quality of interaction.
		4.2	Demonstrate a range of communication styles, methods, and skills to meet individuals' needs.
		4.3	Respond to an individual's reactions when communicating.
		4.4	Demonstrate professionalism when using a variety of communication methods.
5.	Understand the role of independent advocacy services in supporting individuals' to communicate their wishes, needs and preferences in care settings.	5.1	Describe the purpose and principles of independent advocacy.
		5.2	Explain when to offer support to individuals to access an advocate in care settings.
		5.3	Describe how to support individuals make access to advocacy services in care settings.
6.		6.1	Define the term 'confidentiality'.

	Understand confidentiality in care settings.	6.2	Explain the importance of maintaining confidentiality when communicating with others in care settings.
		6.3	Outline when and why confidentiality may need to be breached.
		6.4	Explain the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Assessment requirements:

This unit must be assessed in a real-work environment.

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

Assessment guidance:

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

Communication styles, methods and skills: learners should consider:

- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

Barriers: may include, but are not limited to:

- environment
- time
- own physical, emotional or psychological state
- physical, emotional or psychological state of others
- own skills, abilities or confidence
- own or others' prejudices
- conflict.

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Services: may include:

- translation services
- interpretation services
- speech and language services
- advocacy services.

Poor or inappropriate: this may include:

- patronising individuals
- not listening to individuals
- not making time to communicate effectively

- not respecting individuals' communication preferences, needs or strengths
- using communication skills to control or take ownership of an interaction
- interrupting or talking over someone
- offering inappropriate or unsolicited advice
- placating an individual.

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

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

Title:		Handling Information in Care Settings	
Unit reference number:		H/650/2303	
Level:		3	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand requirements for handling information in care settings.	1.1	Explain the main points of legal requirements, policies, and codes of practice for handling information in care settings.
		1.2	Describe features of manual and electronic information storage systems that help ensure data and cyber security in care settings.
		1.3	Describe how to support others to keep information secure in care settings.
		1.4	Identify what would be considered a ' data breach ' in handling information in care settings.
		1.5	Explain how to respond to a data breach in handling information in care settings.
2.	Be able to implement good practice in handling information in care settings.	2.1	Demonstrate data security steps when storing and accessing information in care settings.
		2.2	Demonstrate the maintenance of confidentiality in day-to-day communication in care settings.
		2.3	Promote confidentiality in day-to-day communication in care settings.
		2.4	Demonstrate the maintenance of records that are up to date, complete, accurate and legible in care settings.
		2.5	Support audit processes in line with own role and responsibilities in care settings.

Assessment requirements:

This unit must be assessed in a real-work environment.

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

Assessment guidance:

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

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

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

Storing and accessing: where learners are required to store and access information manually and electronically, their assessment must include both manual and electronic storage and access arrangements.

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

Title:		Person-Centred Practice in Care Settings	
Unit reference number:		J/650/2304	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the application of person-centred practices in care settings.	1.1	Outline how person-centred values can be applied in a range of situations.
		1.2	Explain how to effectively build relationships with individuals.
		1.3	Describe how and why person-centred values and strength-based approaches must influence all aspects of care work.
		1.4	Explain how to use care plans and other resources to apply person-centred values and strength-based approaches .
		1.5	Explain how the active participation of individuals and others in care planning promotes person-centred values and strength-based approaches to meet the holistic needs of an individual, now and in planning for their futures .
		1.6	Describe how to seek feedback to support the delivery of person-centred care in line with roles and responsibilities.
		1.7	Describe ways to support an individual to question or challenge decisions concerning them that are made by others.
2.	Be able work in a person-centred way.	2.1	Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs .
		2.2	Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs .
		2.3	Demonstrate responsiveness to individuals' changing needs or preferences and adapt actions and approaches accordingly.
		2.4	Demonstrate respect for individuals' lifestyle, choices and relationships.
		2.5	Promote understanding and application of active participation amongst others.
3.	Understand the importance of individuals' relationships.	3.1	Describe the different people and relationships that may be important to individuals', including intimate or sexual relationships.
		3.2	Evaluate the impact maintaining and building relationships can have for individuals.
		3.3	Describe own role in supporting individuals to maintain and build relationships.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.			

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

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

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

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

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

Use of care plans: 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. Learners should consider how they use care plans when providing person centred care, but importantly should consider how care plans are used to create and enable person centred care. They should consider how the individuals' needs, wishes and preferences are included and reflected in the care plan. They should consider who should be involved in creating a care plan (the individual and those important to them, as well as professionals) and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations.

Other resources: these might include:

- one-page profiles
- advanced care plans
- assessments from other organisations
- information from other people important to the individual.

Planning for their futures: this might include:

- living arrangements
- health and wellbeing
- relationships
- education or employment
- end of life care.

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

Title:		Importance of Choice and Independence in Care Settings	
Unit reference number:		K/650/2305	
Level:		3	
Credit value:		2	
Guided learning hours:		21	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to promote individuals' rights to make choices.	1.1	Support individuals to make informed choices and decisions.
		1.2	Establish informed consent when providing care and support.
		1.3	Demonstrate the use of support mechanisms and guidance to support the individual's right to make choices.
		1.4	Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices.
2.	Be able to promote individuals' independence.	2.1	Involve individuals in their care and support.
		2.2	Support individuals to recognise their strengths and their abilities to gain confidence to self-care.
		2.3	Identify a range of technologies that can support or maintain individuals' independence.
3.	Understand the role of risk assessments in promoting a person-centred approaches, choice and independence.	3.1	Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks.
		3.2	Describe the different risk assessments methods that can be used in different situations and own role within these.
		3.3	Explain the importance of reviewing and updating individuals' risk assessments.
		3.4	Describe when individuals' risk assessments should be reviewed and updated.
		3.5	Outline who should be involved in the review and update of individuals' risk assessments.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Individual: a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. Informed consent: where an individual, with capacity to consent, voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives. Technologies: these might include assistive technology and/or digital technology. Risk assessment methods: in line with organisational policies, procedures and practices.			

Title:		Importance of Health and Wellbeing	
Unit reference number:		L/650/2306	
Level:		3	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of individuals' well-being.	1.1	Describe the relationship between identity, self-image and self-esteem and the impact this can have on an individual's well-being.
		1.2	Outline factors that positive and negatively influence the individuals' wellbeing.
		1.3	Explain the range of services and resources available to support individuals' wellbeing and how to access this.
		1.4	Explain how an individuals' wellbeing may affect their behaviours and relationships.
2.	Know how to monitor individuals' health.	2.1	Describe how to engage and involve individuals in monitoring their own health and well-being.
		2.2	Explain the early indicators of physical and mental health deterioration.
		2.3	Describe how to escalate concerns about an individual's health deterioration, and to whom.
3.	Be able to assess and respond to changes in an individual's health and well-being.	3.1	Engage and involve individuals in understanding and monitoring their health and well-being.
		3.2	Demonstrate the use of appropriate tools to monitor and report changes in health and well-being.
		3.3	Record observations of health and well-being and take appropriate action .
4.	Be able to promote individuals' health and well-being.	4.1	Support an individual in a way that promotes their sense of identity, self-image, and self-esteem.
		4.2	Demonstrate ways to contribute to an environment that promotes wellbeing.
		4.3	Demonstrate a person-centred approach to working with individuals and others to improve individuals' health and wellbeing.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Individuals' well-being: in this context, well-being refers to that of people accessing care and support services. Well-being is broad concept referring to a person's quality of life. It takes into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental well-being. Factors: factors affecting wellbeing will be different for different people. Learners should show consideration for environmental, physical, social, and psychological factors. Range of services and resources: learners should consider a range of services and resources available within their organisation and external to their organisation that could support individuals' different wellbeing strengths and needs. Early indicators: these may also be referred to as 'soft signs' of deterioration and include: Restlessness, confusion, temperature changes, changes in mobility, pain, discoloured skin, changes in appetite, breathing difficulties, changes to urine or bowel habits, sickness, changes in mood or temperament.			

Appropriate tools: tools will vary depending on learner's role and organisational practices. They may include, but not limited to: 'Stop and Watch', RESTORE2, NEWS2, SBARD (Situation, Background, Assessment, Recommendation, Decision) as well as technological aids.

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

Title:		Equality, Diversity, Inclusion and Human Rights in Care Settings	
Unit reference number:		M/650/2307	
Level:		3	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand influences on working practices to promote equality, diversity, inclusion and human rights.	1.1	Describe how legislation , policies and codes of practice apply to and influence own work role.
		1.2	Explain how external factors influence own work role.
2.	Understand the importance of equality, diversity, inclusion and human rights within your work setting.	2.1	Define the following terms: • diversity • equality • inclusion • discrimination • unconscious bias • protected characteristics • human rights.
		2.2	Outline how the below has relevance to own practice of: • diversity • equality • inclusion • discrimination • unconscious bias • protected characteristics • human rights.
		2.3	Explain how inclusive practice and cultures promote equality, diversity, inclusion, and human rights.
		2.4	Explain how the promotion of equality, diversity, inclusion, and human rights can lead to improved outcomes for individuals .
		2.5	Explain how your organisation promotes equality, diversity, inclusion, and human rights.
		2.6	Outline own role in promoting equality, diversity inclusion and human rights.
3.	Know how to promote equality, diversity, inclusion, and human rights.	3.1	Describe the potential effects of discrimination.
		3.2	Outline how unconscious biases may affect own and others' behaviours.
		3.3	Explain how to respond to and challenge discrimination in a way that promotes positive change.
		3.4	Explain how to report any discriminatory or exclusive behaviours, and to whom.
4.	Be able to work in an inclusive way.	4.1	Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values, and preferences.
		4.2	Promote a culture that supports inclusive practices.
		4.3	Reflect on and make improvements to own practice in promoting equality, diversity, inclusion, and human rights.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance:			

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

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

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

Own role in promoting: this may include the learners role:

- within their team, workplace or organisation
- within networks of practice
- within the community
- supporting or advising other professionals with regards to reasonable adjustments for individuals.

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

Others: in this context, this refers to everyone a worker is likely to come in to contact with, including:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- managers and supervisors
- professionals from other services
- visitors to the work setting
- members of the community
- volunteers.

Title:		Health and Safety in Care Settings	
Unit reference number:		R/650/2308	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1	Identify legislation relating to health and safety in a care work setting .
		1.2	Describe the main points of health and safety policies and procedures agreed with the employer.
		1.3	Explain the main health and safety responsibilities of: • self • the employer or manager • others in the work setting.
		1.4	Outline specific tasks in the work setting that should not be carried out without special training.
2.	Understand procedures for responding to accidents and sudden illness.	2.1	Describe different types of accidents and sudden illness that may occur in own work setting.
		2.2	Explain procedures to be followed if an accident or sudden illness should occur.
3.	Be able to carry out own responsibilities for health and safety.	3.1	Use policies and procedures or other agreed ways of working that relate to health and safety.
		3.2	Support others' understanding and follow safe practices.
		3.3	Monitor potential health and safety risks.
		3.4	Use risk assessment in relation to health and safety.
		3.5	Minimise and manage potential risks and hazards.
		3.6	Demonstrate how to access additional support or information relating to health and safety.
4.	Know how to move and handle equipment and other objects safely.	4.1	Outline the main points of legislation that relate to moving and handling.
		4.2	Describe principles for safe moving and handling.
		4.3	Move and handle equipment and other objects safely.
5.	Know how to handle hazardous substances and materials.	5.1	Describe types of hazardous substances that may be found in the work setting.
		5.2	demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials.
6.	Know how to promote fire safety in the work setting.	6.1	Explain the importance of the promotion of fire safety in the work setting.
		6.2	Describe practices that prevent fires from: • starting • spreading.
		6.3	Describe emergency procedures to be followed in the event of a fire in the work setting.
		6.4	Demonstrate measures that prevent fires from starting.
		6.5	Ensure clear evacuation routes are always maintained.
7.	Be able to implement security measures in the work setting.	7.1	Explain the importance of ensuring that others are aware of own whereabouts.
		7.2	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • premises • information.

		7.3	Demonstrate the use of measures to protect own security and the security of others in the work setting.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Others: may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates. Work setting: this may include one specific location or a range of locations, depending on the context of a particular work role. Policies and procedures: may include other agreed ways of working as well as formal policies and procedures. Tasks: may include: • use of equipment • first aid • medication • health care procedures • food handling and preparation.			

Title:		Infection Prevention and Control in Care Settings	
Unit reference number:		T/650/2309	
Level:		3	
Credit value:		2	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to prevent and control the spread of infection.	1.1	Outline different types of infection and how they are spread.
		1.2	Describe how to identify individuals who have developed, or are at risk of developing, an infection, and the actions to take to reduce the risks to themselves and others .
		1.3	Outline own role and responsibilities in - identifying and acting upon the identification - an outbreak or spread of infection.
		1.4	Describe own role in supporting others to follow practices that reduce the spread of infection.
		1.5	Explain own responsibilities for ensuring the appropriate cleaning and decontamination of environments and equipment.
2.	Be able to prevent and control the spread of infection.	2.1	Risk assess a range of situations and select and use appropriate Personal Protective Equipment (PPE) correctly.
		2.2	Identify when it is necessary to perform hand hygiene in a care setting.
		2.3	Select appropriate products and perform hand hygiene using recommended techniques.
		2.4	Ensure that own health and hygiene does not pose a risk to individuals and others .

Assessment requirements:

This unit must be assessed in a real-work environment.

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

2.1 - Learners must risk assess a minimum of three situations.

Assessment guidance:

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

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

Decontamination: after cleaning, environments and equipment may require disinfection and sterilisation.

Appropriate use of Personal Protective Equipment (PPE): this should include the different equipment available and donning/doffing and disposal.

Hand hygiene: refers to following recommended hand-washing techniques and the use of appropriate sanitizer.

Title:		The Importance of Continuous Development	
Unit reference number:		D/650/2310	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what is required to be competent in own role.	1.1	Describe the duties and responsibilities of own work role.
		1.2	Outline expectations of own work role as expressed in relevant standards .
		1.3	Explain the relationship between continuing professional development and the provision of quality care.
		1.4	Outline sources of support for planning and reviewing own development.
2.	Know how to commit to own development.	2.1	Evaluate own knowledge, performance and understanding against relevant standards.
		2.2	Explain the importance of committing to own development.
		2.3	Work with others to identity and prioritise own learning needs, professional interests, and development aspirations.
		2.4	Work with others to agree own personal and professional development plan.
		2.5	Work with others to achieve and review personal and professional development plan .
		2.6	Record progress in relation to personal and professional development.
3.	Understand the value of reflective practice.	3.1	Describe the benefits and scope of reflective practice.
		3.2	Explain the importance of reflective practice in supporting continuous improvements to own practice and provision of quality care.
4.	Be able to Use reflective practice to improve ways of working.	4.1	Reflect on how learning activities have affected practice.
		4.2	Reflect on how own values, beliefs and experiences may affect working practices.
		4.3	Reflect on own ability to use initiative, make decisions, and take responsibility for own actions.
		4.4	Use reflections and feedback from others to evaluate own performance and inform development.
5.	Know how to develop leadership behaviours.	5.1	Model high standards of practice to encourage others to make a positive difference.
		5.2	Share ideas to improve services with others.
		5.3	Promote partnership approaches to supporting individuals.
Assessment requirements: This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. Assessment guidance: Duties and responsibilities: learners should discuss their duties and responsibilities in the context of providing person centred care and support. Standards: may include Codes of Practice, regulations, minimum standards, national occupational standards. Continuing professional development: refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.			

Sources of support: may include:

- formal or informal support
- supervision
- appraisal
- mentoring
- peer support
- within and outside the organisation.

Others: in this context, this will likely refer to line-manager, assessor and/or supervisor. It could also include:

- individuals accessing care and support services
- carers, loved ones, family, friends of those accessing care and support services
- colleagues and peers
- professionals from other services.

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

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

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

Title:		The Importance of Personal Wellbeing	
Unit reference number:		F/650/2311	
Level:		3	
Credit value:		2	
Guided learning hours:		29	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand own wellbeing.	1.1	Explain the meaning of 'personal wellbeing', 'self-care' and 'resilience'.
		1.2	Describe factors that positively and negatively influence own wellbeing.
		1.3	Outline indicators of own wellbeing and wellbeing deterioration.
2.	Understand the importance of maintaining and improving own wellbeing.	2.1	Explain how own wellbeing impacts own role and behaviour.
		2.2	Explain how own wellbeing impacts others .
3.	Know how to maintain and improve own wellbeing.	3.1	Identify strategies to maintain and improve own wellbeing.
		3.2	Identify a range of wellbeing support offers available and how to access them.
		3.3	Describe how to access professional help if needed.
4.	Know how to manage own stress and anxiety.	4.1	Define 'stress' and 'anxiety'.
		4.2	Outline indicators of stress and anxiety in oneself.
		4.3	Describe factors that can trigger stress and anxiety in oneself.
		4.4	Describe how stress and anxiety may affect own reactions and behaviours towards others.
		4.5	Identify strategies for managing own stress and anxiety.
		4.6	Describe how to access a range of support offers .
Assessment requirements:			
This unit must be assessed in a real-work environment.			
This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			
3.2 - Learners must identify at least three support offers			
Assessment guidance:			
Own wellbeing: in this context, well-being refers to that of learner. Well-being is broad concept referring to a person's quality of life taking into account health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental well-being.			
Factors: these should be specific to the learner. The learner should show consideration of environmental, physical, social, and psychological factors inside and outside the workplace.			
Indicators: these should be specific to the learner. The learner should show consideration of physical, emotional, and psychological indicators.			
Others: may include team members, other colleagues, individuals accessing care and support services, families, carers, and other professionals. Learners may also wish to consider their personal relationships.			
Strategies: these should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.			
Support offers: the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example:			
• internal: Supervision, employee assistance scheme, mentor or buddying systems • external: self-help tools, apps and websites, local groups, and networks.			
Stress: stress can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.			

Optional units

Title:		Digital Skills for Care Settings	
Unit reference number:		H/650/2312	
Level:		3	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles and concepts of digital skills.	1.1	Identify and define a range of digital skills.
		1.2	Identify digital equipment that can be used in a care setting.
		1.3	Explain the importance and relevance of digital skills for own role.
		1.4	Describe ways of communicating with others in own work setting using digital skills.
2.	Understand how information is stored digitally according to organisational procedures.	2.1	Explain the importance of organisational digital data management and file maintenance.
		2.2	Explain the reasons that organisations have digital information storage systems in place.
		2.3	Identify a range of digital storage methods according to business procedures.
		2.4	Explain the potential impact of breaching digital organisational storage procedures.
3.	Understand the protection methods used for organisational data.	3.1	Summarise legislation related to data protection, and the protection of personal and financial data.
		3.2	Describe the steps a business may take to protect data.
		3.3	Explain why it is important for employers and employees to comply with the General Data Protection Regulation.
		3.4	Describe how to report a breach of online security.
4.	Understand how to use digital equipment safely.	4.1	Describe how to use digital equipment in care settings safely.
		4.2	Outline the risks associated with the use of digital equipment.
		4.3	Explain the potential risks when using digital equipment in a care setting.
5.	Understand how to communicate effectively using technology.	5.1	Identify methods that businesses may use for online communication.
		5.2	Explain the importance of respect, privacy, correct tone, style and language when communicating online.
		5.3	Outline a range of online meeting and collaboration tools.
		5.4	Identify a range of equipment needed for online meeting or collaboration.
		5.5	Describe the advantages and disadvantages of online meetings and collaboration.
		5.6	Describe the differences between online meeting technology and online collaboration technology.
6.	Understand the use of technology to enhance learning goals and career progression in care settings.	6.1	Explain how to use digital media to research the following: - career aims and learning goal. - identify routes of progression.
		6.2	Explain how to assess own digital skills.
		6.3	Describe required digital skills to achieve career progression aims.

		6.4	Identify free online learning sites relevant to subject area.
7	Understand the importance of embracing digital skills in care settings.	7.1	Explain the importance of embracing digital skills in care settings.
		7.2	Describe ways to encourage colleagues to embrace digital skills in care settings.
		7.3	Describe how digital skills can support • own role. • Learning. • Others.
Assessment requirements: None.			
Assessment guidance:			
Others may include: • team members • other colleagues • those who use, or commission their own care and support services • families • carers • advocates.			

Title:		Understand the impact of Acquired Brain Injury on individuals	
Unit reference number:		D/616/4496	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand an Acquired Brain Injury.	1.1	Define Acquired Brain Injury.
		1.2	Describe the main structures of the brain and their functions.
		1.3	Describe possible causes of an Acquired Brain Injury.
		1.4	Explain the difference between a Traumatic Brain Injury and other forms of an Acquired Brain Injury.
		1.5	Describe brain injuries that are • mild. • moderate. • severe.
2.	Understand the impact on individuals of an Acquired Brain Injury.	2.1	Discuss initial effects of an Acquired Brain Injury on the individual.
		2.2	Explain the long-term effects of an Acquired Brain Injury.
		2.3	Explain the concepts of loss in relation to an Acquired Brain Injury for individuals and carers.
3.	Understand the specialist communication needs of an individual with an Acquired Brain Injury.	3.1	Define dysphasia and dysarthria.
		3.2	Explain the effects of dysphasia and dysarthria on communication.
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria.
		3.4	Evaluate different intervention strategies and assistive tools that support communication.
4.	Understand the impact that personality changes can have on individuals with an Acquired Brain Injury and others.	4.1	Explain the impact of personality changes on an individual and others.
		4.2	Explain how lack of self-awareness/insight may affect an individual and others.
		4.3	Explain the skills needed to support the individual and family/carers to come to terms with personality changes.
5.	Understand the impact of challenging behaviour.	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 the importance of a proactive approach to behaviour management.
		5.4	Explain measures that should be taken to manage the risk from challenging behaviour.
		5.5	Explain the process for reporting and referring challenging behaviour.
Assessment requirements: None.			
Assessment guidance:			
2.2- Learners to consider: • physical effects • functional effects • cognitive effects • behavioural effects • emotional effects.			
Title:		Support those with an autistic spectrum condition	
Unit reference number:		J/650/2313	

Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to support individuals with autistic spectrum conditions.	1.1	Describe an individual's experience of an autistic spectrum condition and its characteristics.
		1.2	Support an individual to understand the impact of their autistic condition on themselves and others.
		1.3	Encourage an individual to recognise the strengths of their characteristics.
		1.4	Support an individual with an autistic spectrum condition to develop their personal skills.
		1.5	Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition.
2.	Be able to support individuals with an autistic spectrum condition with verbal and non-verbal communication.	2.1	Identify specific methods of communication for an individual.
		2.2	Use specific methods of communication to support interactions with an individual.
		2.3	Ascertain patterns of behaviour associated with an individual's autistic spectrum condition.
		2.4	Support an individual in ways that recognise the significance and meaning of their behaviour.
3.	Be able to support individuals with transitions and change.	3.1	Support an individual with an autistic spectrum condition to make transitions.
		3.2	Work with an individual to recognise routines that are important to the individual.
		3.3	Support an individual during changes to their routines.
		3.4	Enable an individual to use routines to make sense and order of their daily life.
		3.5	Recognise how to make adaptations to the physical sensory environment to: • reduce sensory overload. • increase sensory stimulation.
		3.6	Work with an individual and others to develop strategies that help them manage their physical and sensory environment.

Assessment requirements: None.

Assessment guidance:

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

Methods of communication: learners should consider:

- verbal: words, voice, tone, pitch, spoken and written
- non-verbal: body language, proximity, eye contact, touch, gestures, behaviour
- additional methods to support communication: signs, symbols and pictures, objects of reference
- face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations
- active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement
- interpretation of non-verbal communication
- ability to use silence to provide space and support.

Title:		Understand how to support individuals with autistic spectrum conditions	
Unit reference number:		J/616/4136	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the main characteristics of autistic spectrum conditions.	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, and interests.
		1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments".
		1.3	Explain the meaning of the term 'spectrum' in relation to autism.
		1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition.
		1.5	Describe other conditions that may be associated with the autistic spectrum.
		1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum.
2.	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them.	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them.
		2.2	Explain how autistic spectrum conditions can impact on individuals differently.
		2.3	Explain how stereotyped views, discrimination, and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families.
		2.4	Describe ways of helping an individual and those around them to understand their autistic spectrum condition.
3.	Understand different theories and concepts about autism.	3.1	Explain theories about autism related to brain function and genetics psychology.
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum.
		3.3	Describe the strengths and limitations of different types of terminology.
		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition.
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis.
		3.6	Explain the value of taking into account individual differences in views of what is important in life and ways this can support individuals on the autistic spectrum.
4.	Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions.	4.1	Identify what legislation and national and local policy and guidance exists.
		4.2	Explain what individuals or situations the legislation, national and local policy and guidance applies to.
		4.3	Explain how the ways in which legislation, national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs.

5.	Understand how to achieve effective communication with individuals with an autistic spectrum condition.	5.1	Outline how “challenging behaviour” can be a way of expressing emotions where there are communication differences.
		5.2	Describe methods and systems used to develop and support an individual's communication.
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style.
		5.4	Describe how the use of technology could achieve effective communication with individuals with an autistic spectrum condition.
6.	Understand how to support individuals with an autistic spectrum condition.	6.1	Explain why it is important to establish a person- centred plan catering to an individual’s specific preferences and needs.
		6.2	Explain why consultation with families, parents and carers is important in person-centred planning and support.
		6.3	Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills.
		6.4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment.
		6.5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm.
		6.6	Explain how needs change for individuals and their families at different stages of their lives.
		6.7	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition.
Assessment requirements:			
1.3- Learners must cover notions of sub- conditions and individual variation within the autistic spectrum.			
2.2- Learners must cover gender, ethnicity, and social, cultural, and religious environment.			
Assessment guidance: None.			

Title:		Understand the process and experience of dementia	
Unit reference number:		H/616/4080	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the neurology of dementia.	1.1	Describe a range of causes of dementia syndrome.
		1.2	Describe the types of memory impairment commonly experienced by individuals with dementia.
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate.
2.	Understand the impact of recognition and diagnosis of dementia.	2.1	Describe the impact of early diagnosis and follow up to diagnosis.
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working.
		2.4	Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends.
3.	Understand how dementia care must be underpinned by a person-centred approach.	3.1	Compare a person centred and a nonperson centred approach to dementia care.
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers.
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears.
Assessment requirements: None.			
Assessment guidance:			
Individuals will normally refer to the person or people that the learner is providing care and support for.			

Title:		Understand the administration of medication to individuals with dementia using a person-centred approach	
Unit reference number:		A/616/4246	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the common medications available to, and appropriate for, individuals with dementia.	1.1	Outline the most common medications used to treat symptoms of dementia.
		1.2	Describe how commonly used medications affect individuals with dementia.
		1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia.
		1.4	Explain the importance of recording and reporting side effects/adverse reactions to medication.
		1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain.
2.	Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication.	2.1	Describe person-centred ways of administering medicines whilst adhering to administration instructions.
		2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand the role of communication and interactions with individuals who have dementia	
Unit reference number:		F/616/4247	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand that individuals with dementia may communicate in different ways.	1.1	Explain how individuals with dementia may communicate through their behaviour.
		1.2	Give examples of how carers and others may misinterpret communication.
		1.3	Explain the importance of effective communication to an individual with dementia.
		1.4	Describe how different forms of dementia may affect the way an individual communicates.
2.	Understand the importance of positive interactions with individuals with dementia.	2.1	Give examples of positive interactions with individuals who have dementia.
		2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing.
		2.3	Explain the importance of involving individuals with dementia in a range of activities.
		2.4	Compare a reality orientation approach to interactions with a validation approach.
3.	Understand the factors which can affect interactions and communication of individuals with dementia.	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia.
		3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills.
		3.3	Describe how the environment might affect an individual with dementia.
		3.4	Describe how the behaviour of carers or others might affect an individual with dementia.
		3.5	Explain how the use of language can hinder positive interactions and communication.
		3.6	Describe how the use of technology can affect interactions with individuals with dementia.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand the diversity of individuals with dementia and the importance of inclusion	
Unit reference number:		M/616/4132	
Level:		3	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the concept of diversity and its relevance to working with individuals who have dementia.	1.1	Explain what is meant by the terms • diversity • anti-discriminatory practice • anti-oppressive practice.
		1.2	Explain why it is important to recognise and respect an individual's heritage.
		1.3	Describe why an individual with dementia may be subjected to discrimination and oppression.
		1.4	Describe how discrimination and oppressive practice can be challenged.
2.	Understand that each individual's experience of dementia is unique	2.1	Explain why it is important to identify an individual's specific and unique needs.
		2.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.
		2.3	Describe how the experience of an individual's dementia may impact on carers.
		2.4	Describe how the experience of dementia may be different for individuals: • who have a learning disability. • who are from different ethnic backgrounds. • who are at the end of life.
3.	Understand the importance of working in a person-centred way and how this links to inclusion.	3.1	Explain how current legislation and Government policy supports person centred working.
		3.2	Explain how person-centred working can ensure that an individual's specific and unique needs are met.
		3.3	Describe ways of helping an individual's carers or others understand the principles of person-centred care.
		3.4	Identify practical ways of helping the individual with dementia maintain their identity.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support individuals with dementia	
Unit reference number:		K/650/2314	
Level:		3	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to communicate with an individual with dementia.	1.1	Demonstrate how to use different communication techniques with an individual who has dementia.
		1.2	Use observation of the behaviour of an individual with dementia to interpret and respond to their needs.
		1.3	Demonstrate a positive interaction with an individual who has dementia.
		1.4	Demonstrate how to use aspects of the physical environment and social environment to enable positive interactions with individuals with dementia.
		1.5	Demonstrate how the individual's preferred methods of interacting can be used to reinforce their identity and uniqueness.
		1.6	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia.
		1.7	Demonstrate how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia.
2.	Be able to support an individual's rights and choices.	2.1	Explain how strategies developed from knowledge of the individual's personality and life history can be used to support individuals with dementia.
		2.2	Use strategies developed from knowledge of personality and life history to provide support to an individual with dementia.
		2.3	Work with an individual with dementia to identify and manage risks to their care and support.
		2.4	Review the effectiveness of strategies used to support individuals with dementia.
		2.5	Enable an individual with dementia to achieve their potential by creating a suitable environment.
3.	Be able to maximise the rights and choices of individuals with dementia.	3.1	Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support.
		3.2	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.
		3.3	Demonstrate how to share the individual's preferences and interests with others.
		3.4	Work with others to promote diversity and equality for individuals with dementia.
4.	Be able to involve carers and others in the support of individuals with dementia.	4.1	Describe the impact on carers of the experience of an individual's dementia.
		4.2	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.
		4.3	Involve carers and others in the planning of care.
		4.4	Ensure access to complaints procedures by individuals with dementia, carers, and others.
		4.5	Describe how to manage conflicts of interests that may arise between a carer and an individual with dementia.

5.	Be able to support an individual with dementia to enjoy good nutrition.	5.1	Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences.
		5.2	Demonstrate how mealtimes for an individual with dementia are planned to support the individuals' ability to eat and drink.
		5.3	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed.
		5.4	Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia.
6.	Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices.	6.1	Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia.
		6.2	Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia.
		6.3	Maintain privacy and dignity when providing personal support for intimate care to an individual with dementia.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Diabetes Awareness	
Unit reference number:		M/616/4146	
Level:		3	
Credit value:		6	
Guided learning hours:		46	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand diabetes and the associated implications.	1.1	Define diabetes.
		1.2	Identify prevalence rates for different types of diabetes.
		1.3	Describe possible key long-term complications to health as a result of having diabetes.
		1.4	Explain what is meant by the term hyperglycaemia.
		1.5	Explain what is meant by the term hypoglycaemia.
		1.6	Explain the procedure of referring an individual with diabetes to others.
2.	Know the most common types of diabetes and their causes.	2.1	Describe key features of Type 1 diabetes.
		2.2	Describe key features of Type 2 diabetes.
		2.3	List the most common possible causes of diabetes: • Type 1 • Type 2.
		2.4	Describe the likely signs and symptoms of diabetes.
		2.5	Outline contributing risk factors that may lead to the development of Type 2 diabetes.
3.	Understand how to implement a person-centred approach when supporting individuals with diabetes.	3.1	Define person-centred support.
		3.2	Explain the importance of using individualised care plans to support individuals with diabetes.
		3.3	Explain the care pathway for the individual with newly diagnosed Type 2 diabetes.
		3.4	Explain what self-care skills are.
		3.5	Explain how to work with an individual, their carer, to optimise self-care skills.
4.	Understand the nutritional needs of individuals with diabetes.	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 and how to report any related problems.
5.	Understand factors relating to an individual's experience of diabetes.	5.1	Describe how different individuals may experience living with diabetes.
		5.2	Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes.
		5.3	Explain how an individual can manage their diabetes through different aspects of their lifestyle.
6.	Understand the importance of monitoring diabetes.	6.1	Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes.
		6.2	Identify the normal parameters for blood pressure.
		6.3	Explain the purpose of accurate blood glucose monitoring for individuals with diabetes.
		6.4	State the normal blood glucose range.
		6.5	Explain the purpose of accurate urine monitoring for individuals with diabetes.
		6.6	Describe the annual review checks needed to screen for long term complications.
7.	Understand the links between diabetes and other conditions.	7.1	Explain the links between diabetes and: • dementia • depression

			• pregnancy.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support individuals who are bereaved	
Unit reference number:		T/616/4083	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the effects of bereavement on individuals.	1.1	Describe how an individual 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.
2.	Understand principles for supporting individuals who are bereaved.	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.
3.	Be able to support individuals to express their response to loss.	3.1	Create an environment where the individual has privacy to express their emotions.
		3.2	Use active listening skills to support the individual to express their thoughts, feelings, and distress.
4.	Be able to support individuals who are bereaved.	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 others.
		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.
		4.6	Support the individual to manage conflicting emotions, indecision, or fear of the future.
5.	Understand the role of specialist agencies in supporting individuals who are bereaved.	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.
6.	Be able to manage own feelings when providing support for individuals who are bereaved.	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved.
		6.2	Use support systems to help manage own feelings.
Assessment requirements: 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.			
Assessment guidance:			
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			
Support systems refers to a network of people who provide an individual with practical or emotional support.			

Title:		Understand end of life care	
Unit reference number:		A/616/8636	
Level:		3	
Credit value:		7	
Guided learning hours:		53	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the protection of the rights of individuals and others through the legislative framework relating to end-of-life care.	1.1	Summarise legal requirements and agreed ways of working relevant to end of life care.
		1.2	Describe national strategies and approaches to the provision of end-of-life care.
		1.3	Explain the aims of end-of-life care.
		1.4	Explain conflicts, legal or ethical issues that may arise in relation to death, dying or end of life care and strategies which can be used to overcome them.
2.	Understand factors that have an impact on end-of-life care.	2.1	Outline theories relevant to death and dying.
		2.2	Describe factors that may influence an individual's view of death and dying.
		2.3	Explain how end of life care is influenced by the beliefs, religion, and culture of individuals and others.
		2.4	Explain the importance of support for spiritual needs at the end of life.
		2.5	Explain the role of others in end-of-life care for an individual.
		2.6	Explain why support for an individual's health and well-being may be independent of their terminal condition.
3.	Understand the use of advance care planning in end-of-life care.	3.1	Explain the purpose of advance care planning in end-of-life care.
		3.2	Explain how to ensure the understanding and sharing of end of life and advance care plans.
		3.3	Outline ethical and legal issues relevant to advance care planning.
4.	Understand the management of symptoms and pain in end-of-life care.	4.1	Describe a range of interventions used for the management of symptoms and pain.
		4.2	Explain the coordination of management of symptom and pain.
		4.3	Identify common signs and symptoms that indicate an individual is approaching the last days of life.
5.	Understand how individuals and others can be supported during end-of-life care.	5.1	Explain the importance for individuals and others of sensitivity when discussing dying, death, and bereavement.
		5.2	Describe networks, community groups and partnerships that can be sources of support and resources to help individuals at the end of life.
		5.3	Give examples of improvement to an individual's wellbeing by factors including: • environment • non-medical interventions • use of equipment and aids • alternative therapies • assistive technology.
		5.4	Explain how to recognise requirements for privacy in an individual and others.
		5.5	Explain factors affecting who should communicate significant information to an individual or others.
6.	Understand the role of organisations, community, and	6.1	Describe the role of organisations, community, and support services in contributing to end of life care.

	support services relevant to end of life care.	6.2	Describe eligibility criteria and processes necessary for referral to specialist services.
		6.3	Explain the role of an advocate in end-of-life care.
7.	Understand actions which follow the death of an individual.	7.1	Explain why knowledge of an individual's wishes for after-death care is important.
		7.2	Describe the importance of actions following a death that respect the individual's wishes and align with agreed ways of working.
		7.3	Describe how to support others immediately following an individual's death.
8.	Understand how to manage own feelings relating to the dying or death of individuals.	8.1	Identify how to manage own feelings in relation to the dying or death of an individual.
		8.2	Explain the support systems available to deal with own feelings relating to an individual's dying or death.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support those that are at the end of life	
Unit reference number:		L/650/2315	
Level:		3	
Credit value:		6	
Guided learning hours:		50	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to work according to national guidelines, local policies, and procedures, considering preferences and wishes after the death of the individual.	1.1	Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working.
		1.2	Provide care for the individual after death according to national guidelines, local policies, and procedures.
		1.3	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.
2.	Be able to provide support to individuals and key people during end-of-life care.	2.1	Support the individual and key people to explore their thoughts and feelings about death and dying.
		2.2	Provide support for the individual and key people that respects their beliefs, religion, and culture.
		2.3	Demonstrate ways to help the individual feel respected and valued throughout the end-of-life period.
		2.4	Provide information to the individual and/or key people about the individual's illness and the support available.
		2.5	Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies
		2.6	Contribute to partnership working with key people to support the individual's well-being.
3.	Be able to respond to changing needs of an individual during the last days of life.	3.1	Demonstrate responsiveness to the changing needs of an individual during their last days.
		3.2	Record the changing needs of the individual during their last days of life according to agreed ways of working.
		3.3	Support the individual when their condition changes, according to agreed ways of working.
4.	Be able to support individuals through the process of dying.	4.1	Carry out own role in an individual's care.
		4.2	Demonstrate a range of ways to enhance an individual's well-being during the last days of life.
		4.3	Contribute to addressing any distress experienced by the individual promptly and in agreed ways.
		4.4	Adapt support to reflect the individual's changing needs or responses.
		4.5	Work in partnership with others to support the individual's well-being.
		4.6	Support others to understand the process following death according to agreed ways of working.
5.	Be able to take action following the death of individuals.	5.1	Explain why it is important to know about an individual's wishes for their after-death care.
		5.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working.
		5.3	Describe ways to support key people immediately following an individual's death.

6.	Be able to manage own feelings in relation to the dying or death of individuals.	6.1	Identify ways to manage own feelings in relation to an individual's dying or death.
		6.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death.
Assessment requirements: 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. Assessment guidance: 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			

Title:		Understand how to support those that are at the end of life	
Unit reference number:		M/650/2316	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current approaches to end-of-life care.	1.1	Describe the impact of national and local drivers on current approaches to end-of-life care.
		1.2	Evaluate how a range of tools for end-of-life care can support the individual and others.
2.	Understand common features of support during end of life.	2.1	Describe the common signs of approaching death.
		2.2	Define the circumstances when life-prolonging treatment can be stopped or withheld.
		2.3	Analyse the importance of any advance care plan in the last days of life.
		2.4	Identify the signs that death has occurred.
3.	Understand how symptoms might be identified in end-of-life care.	3.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions, and treatment itself.
		3.2	Describe how symptoms can cause an individual and others distress and discomfort.
		3.3	Describe signs of approaching death.
		3.4	Identify different techniques for relieving symptoms.
4.	Understand the impact of the last days of life on the individual and others.	4.1	Describe the possible psychological aspects of the dying phase for the individual and others.
		4.2	Describe how to support the individual throughout each stage of grief.
		4.3	Explain the impact of the last days of life on the relationships between individuals and others.
		4.4	Outline possible changing needs of the individual during the last days of life.
5.	Understand advance care planning in relation to end of life care.	5.1	Describe the benefits to an individual of having as much control as possible over their end of life care.
		5.2	Explain the purpose of advance care planning in relation to end of life care.
		5.3	Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role.
6.	Know how to support individuals and others during the last days of life.	6.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life.
		6.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life.
		6.3	Describe how to use an integrated care pathway according to agreed ways of working.
		6.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working.
		6.5	Explain why support for spiritual needs may be especially important at the end of life.
7.	Understand the actions to be taken following an individual's death.	7.1	Explain national guidelines, local policies and procedures relating to care after death.
		7.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care.
		7.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death.

		7.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.
		7.5	Describe ways to support others immediately following the death of a close relative or friend.
		7.6	Describe possible emotional effects on staff working in end-of-life care situations.
		7.7	Evaluate possible sources of support for staff in end-of-life situations.
8.	Know how to manage own feelings in relation to an individual's dying or death.	8.1	Define possible impact of an individual's death on own feelings.
		8.2	Identify available support systems to manage own feelings in relation to an individual's death.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand the context of supporting individuals with learning disabilities	
Unit reference number:		A/616/4084	
Level:		3	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities.	1.1	Summarise legislation and policies that promote the human rights, inclusion, equal life chances, and citizenship of individuals with learning disabilities.
		1.2	Explain how this legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families.
2.	Understand the nature, causes and characteristics of learning disability.	2.1	Explain what is meant by 'learning disability'.
		2.2	Describe causes of a learning disability.
		2.3	Describe the medical and social models of disability.
		2.4	Evaluate the potential impact on the family of an individual with a learning disability.
		2.5	Describe the possible impact on a family of having a member with a learning disability.
3.	Understand the historical context of learning disability.	3.1	Explain types of services provided for individuals with learning disabilities over time.
		3.2	Evaluate how past ways of working may affect present services.
		3.3	Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: • where the individual lives • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare
4.	Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1	Explain the meaning of the term 'social inclusion'.
		4.2	Explain the meaning of the term advocacy.
		4.3	Describe different types of advocacy.
		4.4	Analyse strategies to promote empowerment and active participation.
5.	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers.	5.1	Explain possible impacts of views and attitudes of others on individuals with a learning disability.
		5.2	Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers.
		5.3	Explain the roles of external agencies and others in changing attitudes, policy, and practice.
6.	Understand how to promote communication with individuals with learning disabilities.	6.1	Explain how to meet the communication needs of individuals with learning disabilities.
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities.
		6.3	Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.
		6.4	Explain how the use of technology can promote communication with individuals with learning disabilities.
Assessment requirements: None.			

Assessment guidance:

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.

Title:		Principles of supporting individuals with a learning disability regarding sexuality and sexual health	
Unit reference number:		H/616/4497	
Level:		3	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the development of human sexuality.	1.1	Define the terms: sexuality, sexual health, sexual orientation, and sexual expression.
		1.2	Explain main sexual development milestones throughout an individual's lifespan.
2.	Understand how the sexual development of individuals with a learning disability can differ.	2.1	Describe how genetic factors can influence the sexual development, sexual expression, and sexual health of an individual with a learning disability.
		2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development.
		2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression, and sexual health.
3.	Understand the issues of sexual health and how these can be supported.	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being.
		3.2	Identify sexual health issues that affect men and women differently.
		3.3	Explain how sexual health issues can be supported within plans for healthcare.
		3.4	Identify local services that exist to support sexual health for individuals.
4.	Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning.	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.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand Mental Health	
Unit reference number:		R/650/2317	
Level:		3	
Credit value:		3	
Guided learning hours:		16	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the types of mental ill health.	1.1	Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: • mood disorders, • personality disorders, • anxiety disorders, • psychotic disorders, • substance-related disorders, • eating disorders, • cognitive disorders.
		1.2	Explain the key strengths and limitations of the psychiatric classification system.
		1.3	Explain alternative frameworks for understanding mental distress.
		1.4	Explain indicators of mental ill health.
2.	Understand the impact of mental ill health on individuals and others in their social network.	2.1	Explain how individuals experience discrimination.
		2.2	Explain how an online presence may impact on mental ill health.
		2.3	Explain the effects mental ill health may have on an individual.
		2.4	Explain the effects mental ill health may have on those in the individual's familial, social, or work network.
		2.5	Explain how to intervene to promote an individual's mental health and well-being.
3.	Understand the difficulties individuals with mental health problems may face.	3.1	Outline barriers individuals with mental health problems may face.
		3.2	Describe difficulties individuals with mental health problems may face in the community.
		3.3	Explain ways to promote community access for those with mental health problems.
Assessment requirements: None.			
Assessment guidance:			
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			

Title:		Awareness of the Mental Capacity Act 2005	
Unit reference number:		F/616/4085	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of the Mental Capacity Act 2005	1.1	Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves.
		1.2	Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves.
		1.3	Explain how the Mental Capacity Act 2005: - empowers people to make decisions for themselves - protects people who lack capacity by placing them at the heart of the decision-making process
		1.4	Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves.
2.	Understand the key elements of the Mental Capacity Act 2005	2.1	Define the five statutory principles included in the Mental Capacity Act 2005.
		2.2	Describe when a worker must comply with the Mental Capacity Act 2005.
		2.3	Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity.
		2.4	Explain 'capacity' as defined in the Mental Capacity Act 2005.
		2.5	Explain 'best interests' as defined in the Mental Capacity Act 2005.
		2.6	Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'.
		2.7	Identify whose responsibility it is to assess 'capacity' and 'best interests'.
		2.8	Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves.
		2.9	Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed.
		2.10	Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions.
3.	Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005.	3.1	Identify the range of actions that amount to restraint.
		3.2	Identify the factors which make restraint lawful under the Mental Capacity Act 2005.
		3.3	Describe the circumstances where the restrictions or restraint being used amount to a person being 'deprived of their liberty'.
		3.4	Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'.
		3.5	Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'.
4.	Understand the importance of complying with the Mental	4.1	Explain the legal status of the Mental Capacity Act 2005, Code of Practice.

	Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.2	Explain the purpose of the Mental Capacity Act 2005, Code of Practice.
		4.3	Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.
Assessment requirements: None. Assessment guidance: Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision: Mental Capacity Act Code of Practice (Chapter 5) Deprived of their liberty - Mental Capacity Act Code of Practice (Chapter 6) Range:			

Title:		Understand mental well-being and mental health promotion	
Unit reference number:		R/616/4060	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.	1.1	Evaluate two different views on the nature of mental well-being and mental health.
		1.2	Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: • biological factors • social factors • psychological factors • emotional factors
		1.3	Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health.
2.	Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.	2.1	Explain the steps that an individual may take to promote their mental well-being and mental health.
		2.2	Explain how to support an individual in promoting their mental well-being and mental health.
		2.3	Explain a strategy for supporting an individual in promoting their mental well-being and mental health.
		2.4	Describe key aspects of a local, national, or international strategy to promote mental well-being and mental health within a group or community.
		2.5	Evaluate a local, national, or international strategy to promote mental well-being and mental health within a group or community.
Assessment requirements: None.			
Assessment guidance:			
Support- this can include: • online resources • physical resources			
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.			

Title:		Promotion of mental well-being and mental health	
Unit reference number:		M/650/2433	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to support the promotion of mental well- being and mental health	1.1	Explain how their own mental well-being and mental health can be promoted by an individual.
		1.2	Promote mental wellbeing and mental health in own service.
		1.3	Implement a strategy to support an individual in promoting their own mental wellbeing and mental health.
		1.4	Support an individual in promoting their own mental well-being and mental health.
		1.5	Review the effectiveness of the strategy for supporting an individual to promote their own mental wellbeing and mental health.
2.	Be able to support individuals' mental wellbeing and mental health by promoting social inclusion	2.1	Support the development of positive relationships by an individual.
		2.2	Support the building of social networks by an individual.
		2.3	Promote social inclusion by creating a positive environment.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support Physical Needs of Individuals with Mental Health Needs	
Unit reference number:		T/650/2318	
Level:		4	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to carry out assessments of the physical health needs of individuals with mental health needs.	1.1	Obtain valid consent.
		1.2	Carry out an assessment of an individuals' physical health needs in line with agreed ways of working.
		1.3	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.
		1.4	Explain why it is important to consider all information gathered during the assessment process as a whole.
		1.5	Identify where the outcomes of the assessment require further advice, investigation, or referral.
2.	Be able to record the outcome of assessments.	2.1	Record assessments in line with agreed ways of working.
		2.2	Explain why agreement on sharing of information with others may conflict with the wishes of the individual.
		2.3	Discuss the content of the assessment records with the individual.
3.	Be able to plan actions needed following physical health assessments.	3.1	Describe the actions that could be taken to meet the individual's needs identified by the assessment.
		3.2	Identify the risks attached to various courses of action.
		3.3	Plan actions to be taken in line with agreed ways of working.
4.	Be able to identify resources and services needed by individuals following physical health assessments.	4.1	Identify the resources and/or services required by the individual as a result of the assessment.
		4.2	Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources.
		4.3	Outline when technology could be used following physical health assessments.
5.	Be able to make referrals.	5.1	Obtain and record valid consent where referral is required.
		5.2	Make referrals in line with agreed ways of working.
		5.3	Describe why a referral may be refused.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand how to Support Individuals Affected by Parkinson's	
Unit reference number:		Y/650/2319	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the signs, symptoms, and progression of Parkinson's.	1.1	Describe Parkinson's.
		1.2	Describe the changes in the brain associated with the development of Parkinson's.
		1.3	Describe Parkinson's in terms of: • motor symptoms • non-motor symptoms.
		1.4	Describe young onset compared with traditional onset Parkinson's.
		1.5	Describe the typical phases and timescale of the progression of Parkinson's.
		1.6	Describe the range of conditions included in the term Parkinsonism.
2.	Understand the impact of Parkinson's on the individual and others.	2.1	Explain how motor and non-motor symptoms impact on an individual's quality of life.
		2.2	Explain how Parkinson's impacts on an individual's relationships with others.
		2.3	Explain how fluctuations in symptoms of Parkinson's impact on an individual and others.
		2.4	Explain how Parkinson's impacts on the individual, to include: • communication • cognition • behaviour • emotions.
3.	Understand the diagnosis, interventions and treatments to manage Parkinson's.	3.1	Describe diagnosis and referral processes for an individual with Parkinson's.
		3.2	Describe how local, community and statutory agencies, support services, and networks can be accessed for/by an individual with Parkinson's.
		3.3	Describe available practices and interventions to support individuals to manage symptoms.
		3.4	Describe available treatment for an individual with Parkinson's.
		3.5	Explain the management of nutrition and hydration for an individual with Parkinson's.
4.	Understand the use of medication for Parkinson's.	4.1	Explain the range of medication available to manage Parkinson's.
		4.2	Evaluate common side-effects of medication for Parkinson's.
		4.3	Explain the consequences of not administering medication on time.
		4.4	Explain how side effects of medication for Parkinson's can be managed.
5.	Know how to promote the health and wellbeing of individuals with Parkinson's.	5.1	Explain how to apply person-centred strategies and techniques to manage: • Communication difficulties • Cognitive difficulties • Behavioural changes.

		5.2	Describe how to work in partnership with the individual, professionals, and others to improve health and wellbeing in related to: • mobility and falls • swallowing difficulties • sleep difficulties.
		5.3	Explain how to contribute to the evaluation of services delivered to supporting individuals living with Parkinson's.
Assessment requirements: None Assessment guidance: Parkinsonism (or Parkinson's syndrome) – a term used to describe a range of conditions that have similar symptoms to Parkinson's. Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

Title:		Understand Sensory Loss in Health and Social Care	
Unit reference number:		F/650/2320	
Level:		3	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the factors that impact on an individual with sensory loss.	1.1	Analyse how a range of factors can impact on individuals with sensory loss.
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss.
		1.3	Explore how a range of factors, societal attitudes, and beliefs impact on service provision.
2.	Understand the importance of effective communication for individuals with sensory loss.	2.1	Explain the methods of communication used by individuals with: • sight loss • hearing loss • deaf blindness
		2.2	Describe how the environment facilitates effective communication for people with sensory loss.
		2.3	Explain how effective communication may have a positive impact on lives on individuals with sensory loss.
		2.4	Explain how the use of technology methods can support communication with individuals with sensory loss.
3.	Understand the main causes and conditions of sensory loss.	3.1	Identify the main causes of sensory loss.
		3.2	Define congenital sensory loss and acquired sensory loss.
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population.
4.	Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken.		Identify the indicators and signs of: • sight loss • hearing loss • deaf blindness.
		4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status.
		4.3	Identify sources of support for those who may be experiencing onset of sensory loss.
5.	Understand own role and the role of others in promoting the interests of individuals with sensory loss.	5.1	Explain the importance of promoting awareness of sensory loss.
		5.2	Outline how awareness of sensory loss can be promoted within own role.
		5.3	Describe the roles of self and others in promoting the interests of individuals with sensory loss.
		5.4	Describe the role of individuals in promoting awareness of sensory loss.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support the assessment of sensory loss in individuals	
Unit reference number:		H/650/2321	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to support the assessment of individuals with sensory loss.	1.1	Agree with the individual and others the areas of assessment required.
		1.2	Support the active participation of the individual during the assessment process.
		1.3	Contribute to the assessment within boundaries of own role.
		1.4	Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection.
		1.5	Monitor and review support and progress against agreed outcomes of the assessment.
2.	Be able to support primary carers.	2.1	Communicate with primary carers to identify support needs.
		2.2	Contribute to the assessment of primary carers' needs.
		2.3	Record and report the findings of the assessment of primary carers' needs.
		2.4	Identify sources of information and support for referral.
3.	Be able to promote evidence-based practice relevant to sensory loss.	3.1	Inform individuals and others on evidence-based practice relevant to sensory loss.
		3.2	Improve practice using information, resources, or evidence-based practice.
		3.3	Review outcomes of application of evidence-based practice for the individual, others, and the service.
Assessment requirements: None.			
Assessment guidance:			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Sensory loss may include:			
• sight loss • hearing loss • deafness • blindness.			
Others may include:			
• team members • other colleagues • those who use or commission their own health or social care services • families • carers • advocates.			

Title:		Effective communication with individuals with sensory loss	
Unit reference number:		J/650/2322	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of effective two-way communication.	1.1	Identify the features of two-way communication.
		1.2	Explain why two-way communication is important for individuals with sensory loss.
		1.3	Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss.
2.	Understand different methods that can support communication with individuals with sensory loss.	2.1	Describe different methods that are used to support communication with individuals with sensory loss.
		2.2	Identify the characteristics of communication that is not based on formal language systems.
3.	Be able to support the individual with communication.	3.1	Agree with an individual and others, preferred methods of communication.
		3.2	Prepare the environment to facilitate effective communication.
		3.3	Use agreed methods of communication with an individual.
		3.4	Check the effectiveness of communication with the individual throughout the interaction.
4.	Evaluate the effectiveness of methods of communication used to support an individual with sensory loss.	4.1	Evaluate the effectiveness of the use of agreed methods of communication with an individual and others.
		4.2	Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills.
		4.3	Make suggestions to improve the use of agreed methods of communication for individuals and 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.
5.	Be able to provide information that promotes awareness of sensory loss.	5.1	Support the range of information and resources available in relation to sensory loss.
		5.2	Research evidence based best practice in relation to sensory loss.
		5.3	Provide others with information on evidence based best practice relevant to own service area.
6.	Be able to use information to promote awareness of sensory loss.	6.1	Use information, resources, or evidence based best practice to improve support provided to individuals with sensory loss by self and others.
		6.2	Establish the extent of changes that result from providing information and intelligence about evidence-based practice resources.
Assessment requirements: Learning Outcome 3, 4, 5 and 6 must be assessed in real work environment Assessment guidance: None.			

Title:		Stroke Awareness	
Unit reference number:		D/616/4143	
Level:		2	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know what a stroke is.	1.1	Identify the changes in the brain associated with a stroke.
		1.2	Outline other conditions that may be mistaken for a stroke.
		1.3	Define the differences between stroke and Transient Ischemic Attack (TIA).
2.	Know how to recognise a stroke.	2.1	List the signs and symptoms of a stroke.
		2.2	Identify the key stages of a stroke.
		2.3	Identify the assessment tests that are available to enable listing of the signs and symptoms.
		2.4	Describe the potential changes that an individual may experience as a result of a stroke.
3.	Understand the management of risk factors for a stroke.	3.1	State the prevalence of stroke in the UK.
		3.2	Identify the common risk factors for a 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 a stroke and subsequent stroke.
4.	Understand the importance of emergency response and treatment for a stroke.	4.1	Describe why a 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 a stroke.
		4.4	Identify the correct early positioning for airway management.
		4.5	Identify the information that needs to be included in reporting relevant and accurate history of the incident.
5.	Understand the management of a stroke.	5.1	Describe why effective stroke care is important to the management of a stroke.
		5.2	Identify support available to individuals and others affected by a stroke.
		5.3	Identify other agencies or resources to signpost individual or others for additional support and guidance.
		5.4	Explain the importance of communicating with the team when managing a stroke.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Stroke care management	
Unit reference number:		Y/616/9177	
Level:		3	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to support individuals to manage a stroke according to legislation, policy, and guidance.	1.1	Summarise current legislation, policy, and guidance related to supporting individuals with a stroke.
		1.2	Describe the potential implications of mental capacity for an individual following a stroke.
2.	Understand stroke recognition.	2.1	Describe signs and symptoms of a stroke.
		2.2	Identify the stages of a stroke.
		2.3	Describe assessment tests which identify signs and symptoms.
		2.4	Describe changes that may be experienced by an individual following a stroke.
3.	Understand specific communication factors affecting individuals following stroke.	3.1	Evaluate the effects of a stroke on the brain in relation to the ability to communicate.
		3.2	Describe a range of common communication methods and aids to support individuals affected by a stroke.
		3.3	Explain how supported conversation techniques are used.
		3.4	Describe the effects on the individual of experiencing communication difficulties.
		3.5	Identify additional agencies and resources to support with communication needs.
4.	Understand changing needs of individuals affected by stroke.	4.1	Describe the changes in the brain of an individual affected by a stroke.
		4.2	Describe the physical effects of stroke on an individual.
		4.3	Describe the cognitive effects of stroke on an individual.
		4.4	Describe the psychological and emotional effects of stroke on an individual.
		4.5	Describe the social effects of stroke on an individual.
		4.6	Explain the impact a stroke may have on nutrition.
		4.7	Describe the possible effects of stroke on sensory ability.
		4.8	Analyse the fluctuating nature of effects of stroke on an individual.
5.	Understand how to promote an individual's recovery and independence after stroke.	4.9	Describe the health needs that may be associated with stroke.
		5.1	Describe how stroke impacts on daily living.
		5.2	Explain the use of daily activities to promote recovery and independence.
		5.3	Explain the importance of repetition to promote recovery.
		5.4	Identify the effects of fatigue in stroke rehabilitation.
		5.5	Explain how assistive technology can support stroke recovery and rehabilitation.
6.	Be able to support an individual who has experienced stroke.	5.6	Explain the importance of working in partnership with others to support care management.
		6.1	Explain how an individual can be encouraged to review their lifestyle to promote their health and well-being.
		6.2	Carry out a risk assessment.
		6.3	Support the personal care and daily living of an individual.
		6.4	Support an individual to participate in recovery and rehabilitation exercises and therapy.

		6.5	Monitor an individual, reporting any changes or concerns.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Carry out assessments for substance misuse	
Unit reference number:		K/650/2323	
Level:		3	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to prepare for testing individuals for substance use.	1.1	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.
		1.2	Confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures.
		1.3	Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested.
		1.4	Obtain the individual's consent for testing procedures.
		1.5	Explain clearly and precisely to individuals what they have to do to provide their samples.
2.	Be able to test for substances in individuals.	2.1	Take samples (e.g. breath, urine, blood, hair and saliva) according to clinical and organisational policies and procedures.
		2.2	Test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures.
		2.3	Follow supplier's instructions for use of equipment, where appropriate.
		2.4	Dispose of samples and equipment safely, in accordance with clinical and organisational policies and procedures.
3.	Be able to communicate outcomes of testing for substances.	3.1	Communicate the outcomes of the tests to individuals, and their carers where required, and ensure they understand the consequences.
		3.2	Obtain individual's informed consent when test results are to be shared with other practitioners.
		3.3	Complete accurate records of tests and associated reports in accordance with organisational policy and procedures.
4.	Be able to assess individuals' needs and appropriate interventions.	4.1	Present possible interventions to the individual in a positive manner and review the advantages and disadvantages with them.
		4.2	Agree an appropriate course of action with the individual according to the type of intervention required.
		4.3	Demonstrate how to achieve the best balance between the interests of the individual, any inherent risks, and the legal duty of care.
		4.4	Justify the choice of intervention according to locally agreed criteria.
		4.5	Describe how to ensure consistency of approach with other members of the substance misuse team.
5.	Be able to make referrals to substance misuse services.	5.1	Explain the importance of referring individuals to the appropriate service with the required degree of urgency.
		5.2	Plan arrangements for the referral with the individual and facilitate their contact with the service.
		5.3	Make referrals and share information with services in line with local protocols.
		5.4	Obtain feedback from the service to evaluate and refine referral practices.

		5.5	Record details of the assessment and resulting actions taken.
Assessment requirements: This unit must be assessed within the workplace or using workplace evidence. Assessment guidance: None.			

Title:		Understanding Drug Use: Facts, Effects, Symptoms and Attitudes	
Unit reference number:		K/615/0603	
Level:		3	
Credit value:		5	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the facts and paraphernalia associated with a range of substances.	1.1	Describe a range of substances that can be misused.
		1.2	Identify the street names for a range of substances.
		1.3	Identify reasons why some people misuse substances.
		1.4	Describe methods of substance use and the paraphernalia associated with the different methods.
		1.5	Describe the dangers of substance use.
2.	Understand the signs and effects of a range of substances.	2.1	Describe the signs of use of a range of substances.
		2.2	Describe the effects a range of substances can have.
3.	Understand a range of attitudes and values relating to drug use.	3.1	Describe a range of different attitudes towards substance misuse.
		3.2	Explain the problems caused by stereotyping with regards to substance misuse.
4.	Understand sources of information on drug use.	4.1	Identify the range of services relevant to substance misuse available locally and nationally.
Assessment requirements: None.			
Assessment guidance:			
Effects:			
• stimulants • sedatives • hallucinogens			
1.5- related to quality, frequency, purity and poly drug use.			

Title:		Recognise indications of substance misuse and refer individuals to specialists	
Unit reference number:		T/616/4147	
Level:		3	
Credit value:		4	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Recognise indications of substance misuse.	1.1	Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over the counter drugs, alcohol and solvents).
		1.2	Identify possible indications of substance misuse (e.g. physical, behavioural, social and emotional).
		1.3	Identify other factors which produce indications that may be interpreted as caused by substance misuse.
		1.4	Show how to obtain specialist assistance where required.
		1.5	Show how to keep personal knowledge about substances and possible indications of substance misuse up to date.
2.	Assess and monitor risk.	2.1	Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures.
		2.2	Review the assessment of risk and explain why this is important.
		2.3	Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk.
3.	Handle information and maintain records.	3.1	Identify situations and actions taken in line with organisational requirements and explain the importance of doing so.
		3.2	Identify the rights of individuals and the principle of confidentiality.
4.	Refer individuals to appropriate services.	4.1	Identify the range of services relevant to substance misuse available locally and nationally.
		4.2	Demonstrate how to refer individuals to services in line with organisational requirements.
		4.3	Provide appropriate services with complete and accurate information about the situation in line with organisational requirements.
Assessment requirements: Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.			
Assessment guidance: None.			

Title:		Resource management in adult care	
Unit reference number:		D/616/4479	
Level:		4	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of effective resource management.	1.1	Explain the meaning of sustainability in terms of resource management in adult care.
		1.2	Describe legislative and regulatory requirements which impact resource planning and management in relation to: - financial resources - physical resources - human resources
		1.3	Analyse factors which affect planning and prioritising resources.
		1.4	Describe methods used for accurate forecasting for resource requirements.
		1.5	Explain the commissioning and procurement of resources.
		1.6	Explain how operational planning and resource management are related.
2.	Contribute to planning and securing resources.	2.1	Explain own responsibility and accountability in identifying and securing resources.
		2.2	Identify planned activities and agree associated resource requirements with others.
		2.3	Devise a business case for the procurement of resources.
3.	Monitor and review quality and use of resources in own area of responsibility.	3.1	Explain own responsibility and accountability in maintaining and reviewing resources.
		3.2	Review quality of resources compared to specification.
		3.3	Evaluate effectiveness and efficiency of resource use.
		3.4	Recommend improvements to the effectiveness and efficiency of use of resources.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Coordination of activity provision in adult care	
Unit reference number:		Y/616/8627	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand legislation, policies, and codes of practice relevant to the coordination of person-centred activities.	1.1	Summarise the legislation, regulation, and codes of practice relating to safety when coordinating activities.
		1.2	Explain the benefits of for adults of activities in terms of: • development • physical, • emotional • cognitive • social inclusion.
		1.3	Describe the role of practitioners in coordinating activities that reflect the interests, choices, preferences and needs of individuals.
2.	Understand principles which underpin the coordination of individual and group activities.	2.1	Explain the benefits of coordinating activities in an enabling environment.
		2.2	Summarise the relevance of group dynamic theories to the management of group activities.
		2.3	Analyse how learning and regaining skills impacts on activities.
		2.4	Explain the benefits of clear aims and objectives in the coordination and organisation of activities.
		2.5	Explain how others can be supported to embed activity-based models of care into daily tasks.
		2.6	Compare methods used for the monitoring and evaluation of activity provision.
3.	Be able to deliver plan and prepare for individual and group activity provision.	3.1	Work with individuals and group members to identify interests, preferences and needs.
		3.2	Agree, with others, the intended outcomes of an activity.
		3.3	Work with individuals, group members and others to plan and prepare for an activity.
		3.4	Devise a budget plan to resource the agreed activities.
		3.5	Work with individuals and others to plan and organise a range of activities.
		3.6	Identify and address risks associated with planned activities.
		3.7	Communicate with others to inform them about activities.
4.	Be able to give guidance and support to individuals and groups participating in activities.	4.1	Encourage active participation when working with others to support individuals and group members.
		4.2	Set the direction of an activity with others.
		4.3	Encourage and coach individuals and group members when working with others during an activity.
		4.4	Observe and adjust support to meet the needs of individuals and group members during an activity.
		4.5	Enable others to contribute to individual and group activities.
5.	Be able to contribute to evaluating activities	5.1	Seek feedback from individuals, group members and others during and after participation in an activity.
		5.2	Agree a process and criteria for the review and evaluation of feedback.

		5.3	Analyse the feedback to evaluate the benefits of activities.
		5.4	Agree improvements to activity provision with individuals and others.
		5.5	Report on the outcomes of the evaluation and proposed improvements.
Assessment requirements: None.			
Assessment guidance:			
Activities may include:			
• leisure and recreational • social activities such as visits and trips • religious and cultural interests • entertainment • hobbies • self-care activity • spontaneous activity • therapeutic activity, e.g. reminiscence therapy, relaxations and anxiety management, remedial games, art or music • therapy assistance, e.g. physiotherapy, occupational therapy, speech 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 • those who use, or commission their own care and support services • families • carers • advocates.			

Title:		Understand the effects of ageing in activity provision	
Unit reference number:		H/616/4144	
Level:		3	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the effects of human ageing.	1.1	Describe the physiological disorders associated with ageing.
		1.2	Describe the psychological effects of ageing.
		1.3	Describe mental health disorders associated with ageing.
		1.4	Describe the influence of culture on perceptions of ageing.
2.	Understand the impact of age-related changes and activity.	2.1	Explain how the age-related changes can impact on an individual's engagement in activity.
		2.2	Describe ways to motivate those that are going through age-related changes to participate in activities.
		2.3	Explain how engagement in activity can affect wellbeing in relation to ageing.
		2.4	Explain ways in which an activity provider can address the challenges associated with age-related changes to engagement in activity.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Principles and practice of advocacy in adult care	
Unit reference number:		Y/616/8496	
Level:		4	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current legislation, policies, and codes of practice relevant to advocacy.	1.1	Summarise policy which relates to advocacy.
		1.2	Summarise legislation in relation to advocacy.
		1.3	List guidance and codes of practice which relate to advocacy.
2.	Understand the principles of advocacy in adult care.	2.1	Describe the principles of advocacy.
		2.2	Explain values underpinning advocacy.
		2.3	Describe models of advocacy .
		2.4	Explain situations when an individual may require an advocate.
		2.5	Describe the responsibilities and limits of an advocate.
		2.6	Describe the skills and attributes required to be a successful advocate.
		2.7	Evaluate the role of advocacy in reducing discrimination and social exclusion.
3.	Be able to support individuals to access advocacy.	3.1	Inform individuals about available advocacy services.
		3.2	Support individuals to review and choose advocacy services.
		3.3	Know when to refer individuals to other professionals or agencies .
		3.4	Describe factors that may prevent an individual from accessing advocacy support.
4.	Be able to support individuals with advocacy.	4.1	Support individuals with self-advocacy.
		4.2	Support individuals to participate in discussions and decision making.
		4.3	Support individuals to make informed choices.
		4.4	Support individuals to explore options available to them.
		4.5	Action instructions from the individual accessing advocacy support.
5.	Safeguard the rights and choices of individuals accessing advocacy.	5.1	Identify dilemmas and conflict that may arise during advocacy.
		5.2	Evaluate how culture can impact on the advocacy relationship.
		5.3	Propose strategies to resolve conflict and dilemmas.
		5.4	Explain how to respond to safeguarding concerns disclosed through the advocacy process.
		5.5	Confirm that complaints procedures are accessible.
		5.6	Support individuals to access advocacy to resolve complaints or appeals.
		5.7	Explain how to refer safeguarding or other concerns to professionals or agencies .
6.	Be able to review advocacy support.	6.1	Review advocacy services with individuals and other professionals or agencies.
		6.2	Create and maintain records in relating to advocacy.
Assessment requirements: Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
Assessment guidance:			
Legislation may include:			
• Care Act 2014			

- Mental Health Act 2007
- Mental Capacity Act 2005
- Health and Social Care Act 2012.

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

Models of advocacy may include:

- self-advocacy
- group advocacy
- peer advocacy
- citizen advocacy
- professional advocacy
- non-instructed advocacy.

Professionals or agencies may include:

- Social Worker
- Nurse
- Clinicians – Doctors
- Psychiatrist
- Psychologist.

Title:		Coordination of assistive living technology use	
Unit reference number:		D/616/8628	
Level:		4	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of assistive living technology on the lives of individuals.	1.1	Analyse the range and availability of assistive living technology .
		1.2	Evaluate the impact of assistive living technology on positive outcomes for individuals .
2.	Be able to implement and support the use of assistive living technology by individuals.	2.1	Research assistive living technology to meet the identified needs of individuals.
		2.2	Explain how to adapt assistive living technology to meet the needs of an individual.
		2.3	Assess the risks associated with the identified assistive living technology.
		2.4	Describe the assessment and referral procedures which are in place to obtain the identified assistive living technology.
		2.5	Support the individual to complete the procedures to secure the identified assistive living technology.
		2.6	Support the individual to use assistive living technology.
3.	Be able to support others to facilitate the use of assistive living technology.	3.1	Inform others about assistive living technology.
		3.2	Facilitate the use of assistive living technology by others.
4.	Be able to evaluate the supply and use of assistive living technology.	4.1	Evaluate the procedures for assessment and referral for provision of assistive living technology.
		4.2	Evaluate the impact of the use of assistive living technology on individuals.
Assessment requirements: Learning outcomes 2, 3 and 4 must be assessed by a vocationally competent Assessor in a real work environment. Assessment guidance: Assistive living technology may include: • electronic: ○ sensor mats or pads ○ reminding tool ○ keypad entries ○ key with lights ○ apps for budgeting/direction finding/instructions ○ talking books. - physical: ○ kettle tippers ○ jar openers ○ special cutlery/utensils ○ key safe box ○ sticks to pull socks up. 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			

- advocates.

Title:		Understand advance care planning	
Unit reference number:		L/616/4140	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of advance care planning.	1.1	Describe the difference between a care and support plan and an Advance Care Plan.
		1.2	Explain the purpose of advance care planning.
		1.3	Identify the national, local, and organisational agreed ways of working for advance care planning.
		1.4	Explain the legal position of an Advance Care Plan.
		1.5	Explain what is involved in an 'Advance Decision to Refuse Treatment'.
		1.6	Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order.
2.	Understand the process of advance care planning.	2.1	Explain when advance care planning may be introduced.
		2.2	Outline who might be involved in the advance care planning process.
		2.3	Describe the type of information an individual may need to enable them to make informed decisions.
		2.4	Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning.
		2.5	Explain how the individual's capacity to discuss advance care planning may influence their role in the process.
		2.6	Explain the meaning of informed consent.
		2.7	Explain own role in the advance care planning process.
		2.8	Identify how an Advance Care Plan can change over time.
		2.9	Outline the principles of record keeping in advance care planning.
		2.10	Describe circumstances when you can share details of the Advance Care Plan.
3.	Understand the person-centred approach to advance care planning.	3.1	Describe the factors that an individual might consider when planning their Advance Care Plan.
		3.2	Explain the importance of respecting the values and beliefs that impact on the choices of the individual.
		3.3	Identify how the needs of others may need to be taken into account when planning advance care.
		3.4	Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning.
		3.5	Explain how individual's care or support plan may be affected by an Advance Care Plan.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand how to support individuals to care for their feet	
Unit reference number:		K/616/8552	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the structure and function of the foot and ankle.	1.1	Describe the structure of the foot and ankle.
		1.2	Outline the function of the structure of the foot and ankle.
		1.3	Explain the importance of foot mobility and blood circulation.
		1.4	Describe the process of toenail growth and how this is affected by ageing.
2.	Understand the causes and risk factors of problems affecting the foot.	2.1	Describe how common medical conditions can affect the feet and toenails.
		2.2	Outline why an individual's ability to care for their feet may be limited.
		2.3	Describe how the feet and toenails are affected by unsanitary living conditions.
		2.4	Describe how the feet and toenails are affected by unsuitable footwear.
		2.5	Explain the support available to individuals at risk of developing foot and toenail problems.
3.	Understand how to carry out foot and nail care.	3.1	Describe how to assist individuals with foot and nail care.
		3.2	Describe common signs of foot problems .
		3.3	Identify items within a toolkit for basic personal foot and nail care.
		3.4	Describe how to prepare a comfortable and safe environment for foot and nail care.
		3.5	Explain how to clip and file toenails.
		3.6	Describe infection control requirements relevant to foot care.
		3.7	Explain the main points of skin care for the feet.
		3.8	Describe features of healthy footwear .
4.	Understand reporting and referral procedures relevant to foot care.	4.1	Describe how to refer an individual for podiatry services.
		4.2	Outline how to report and record foot care support.
Assessment requirements: None.			
Assessment guidance:			
Medical conditions may include:			
• diabetes • arthritis • peripheral vascular disease • eczema.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Individuals at risk Individuals with conditions that heighten the likelihood of foot and toenail problems.			
Signs of foot problems may include:			
• cuts • sores • blood or fluid leakage • swelling • redness			

- bruising
- warm areas
- verruca's
- corns
- calluses
- in-growing toenails
- athletes' foot
- fungal nail infections
- pressure ulcers.

Skin care may include:

- hygiene
- washing or soaking
- drying
- application of creams
- application of prescribed treatments
- use of massage.

Footwear may include:

- slippers
- socks
- tights shoes.

Title:		Facilitate learning and development activities to meet individual needs and preferences	
Unit reference number:		A/616/4165	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of learning and development activities in meeting individual needs.	1.1	Describe the benefits to individuals of engaging in learning or development activities.
		1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate.
		1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered.
		1.4	Describe how technology can be used for learning and development activities to support individual needs.
2.	Be able to identify learning and development activities to meet individual needs and preferences.	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities.
		2.2	Provide the individual and others with information on possible learning or development activities.
		2.3	Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities.
		2.4	Work with the individual and others to agree learning or development activities that will suit the individual.
3.	Be able to plan learning and development activities with individuals.	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported.
		3.2	Establish with the individual and others a plan for implementing the programme of activities.
		3.3	Assess risks in line with agreed ways of working.
4.	Be able to prepare for learning and development activities.	4.1	Obtain or prepare resources or equipment needed for the activity.
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual.
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation.
		4.4	Prepare the environment so that the activity can be carried out safely and effectively.
5.	Be able to facilitate learning and development activities with individuals.	5.1	Carry out agreed role in facilitating the activity.
		5.2	Support the individual to engage with the activity in a way that promotes active participation.
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided.
		5.4	Make adjustments in response to feedback.
6.	Be able to evaluate and review learning and development activities.	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided.
		6.2	Collate and present information for evaluation as agreed.
		6.3	Use agreed criteria to evaluate the activity with the individual and others.
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided.

		6.5	Explain the importance of recognising progress achieved through a learning or development activity.
Assessment requirements: Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. Assessment guidance: None.			

Title:		Promote the management of continence	
Unit reference number:		H/616/8629	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand incontinence.	1.1	Describe the process of urination.
		1.2	Describe the process of bowel evacuation.
		1.3	Explain how variations occur between individuals in the usual patterns of urinary and bowel action.
		1.4	Describe types of incontinence: • urinary • faecal.
		1.5	Describe contributory factors to incontinence: • urinary • faecal.
		1.6	Explain how environmental change may contribute to increased incontinence.
2.	Understand the consequences of incontinence.	2.1	Explain the effects of incontinence on an individual's self-esteem, health, and daily living.
		2.2	Describe complications and conditions linked to incontinence.
		2.3	Describe how changes in patterns of bowel and urinary action can indicate ill health.
3.	Understand how to support individuals to manage incontinence.	3.1	Outline good practice guidelines for the management of continence.
		3.2	Explain how the management of continence may be affected by an individual's personal beliefs and values.
		3.3	Explain why it is important to promote an individual's privacy and dignity whilst managing continence.
		3.4	Describe a range of interventions, strategies and continence aids that can be used for the management of continence.
		3.5	Describe the role of professionals in the management of continence.
		3.6	Explain how and when urine and faeces are sampled.
4.	Be able to support individuals to manage continence through the selection of strategies and aids.	4.1	Encourage the expression of preferences and concerns by an individual related to continence.
		4.2	Support the individual to understand how lifestyle can affect continence.
		4.3	Provide information to the individual about options to manage continence.
		4.4	Agree strategies and aids with the individual and level and type of support needed.
		4.5	Record, in the care and support plan, the agreed strategies and aids.
5.	Be able to support the management of continence through the use of aids and strategies.	5.1	Support the individual to use continence aids and strategies .
		5.2	Apply infection prevention and control procedures.
		5.3	Support the care of the skin and surrounding area by individuals.
		5.4	Monitor, record, and report: • changes in urinary and bowel action • changes to surrounding skin • levels of support given.

6.	Be able to evaluate the management of continence by selected strategies and aids.	6.1	Evaluate the strategies, aids and support given for the management of continence with the individual and others.
		6.2	Alter the strategies and aids as agreed with the individual and others.
		6.3	Identify when the individual should be referred to a professional.
Assessment requirements: None. Assessment guidance: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Factors may include: • diet • patterns of eating and drinking • ageing • infection • limited mobility • unfamiliar environment • difficulty accessing toilet • confusion • exercise and mobility • use of medication • daily routines. Strategies may include: • accessible toilets with adaptations • prompting individuals to use toilet • pelvic floor exercises • dietary changes. Continence aids may include: • urinal/commode/bedpan • continence pads • penile sheaths • protective clothing and bedding.			

Title:		Promote nutrition and hydration in health and social care settings	
Unit reference number:		R/616/4236	
Level:		3	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand what makes up a balanced diet.	1.1	Define the main food groups.
		1.2	Identify sources of essential nutrients.
		1.3	Explain the role of essential nutrients for health.
		1.4	Evaluate the impact of poor diet on health and wellbeing.
		1.5	Explain what adaptations to a balanced diet may be required for different groups.
2.	Understand nutritional guidelines.	2.1	Summarise current national nutritional guidelines for a balanced diet.
		2.2	Explain how to access additional support and information relating to nutrition and hydration.
3.	Be able to promote nutrition in health and social care settings.	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.
4.	Be able to promote hydration in health and social care settings.	4.1	Explain the importance of hydration.
		4.2	Describe signs 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.
5.	Understand how to prevent malnutrition in health and social care settings.	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.
		5.4	Explain ways of ensuring foods and drinks have increased nutritional density through fortification.
6.	Be able to carry out nutritional screening in health and social care settings.	6.1	Describe the purpose of nutritional screening.
		6.2	Carry out nutritional screening.
		6.3	Implement the actions identified by nutritional screening.
		6.4	Monitor, record and review the actions taken following nutritional screening.
7.	Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings.	7.1	Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals.
		7.2	Explain ways in which nutrition and hydration can be monitored.
		7.3	Monitor and record nutrition and hydration of an individual in accordance with their plan of care.
8.	Understand factors that affect special dietary requirements in health and social care settings.	8.1	Describe factors that may promote healthy eating in different groups.
		8.2	Describe factors that may create barriers to healthy eating for different groups.
		8.3	Explain why individuals may have special dietary requirements.
		8.4	Explain why it is important for individuals with special dietary requirements to follow special diets.

Assessment requirements: None.

Assessment guidance: None.

Title:		Introduction to personalisation in social care	
Unit reference number:		T/616/4133	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the meaning of personalisation in social care.	1.1	Define the term 'personalisation' as it applies in social care.
		1.2	Explain how personalisation can benefit individuals.
		1.3	Explain the relationship between rights, choice, and personalisation.
		1.4	Identify legislation 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 individual budgets support personalisation.
3.	Understand how personalisation affects the way support is provided.	3.1	Explain how person-centred thinking, person centred planning and person-centred approaches support personalisation.
		3.2	Describe how personalisation affects the balance of power between individuals and those providing support.
		3.3	Give examples of how personalisation may affect the way an individual is supported 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.
		4.2	Identify potential barriers to personalisation.
		4.3	Describe ways to overcome barriers to personalisation in day-to-day work.
		4.4	Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Obtain venous blood samples	
Unit reference number:		L/616/4073	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples.	1.1	Summarise current legislation, national guidelines, policies, procedures, and protocols in relation to obtaining venous blood samples.
2.	Understand the anatomy and physiology relating to obtaining venous blood samples.	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.
3.	Be able to prepare to obtain venous blood samples.	3.1	Confirm the individual's identity and obtain valid consent.
		3.2	Communicate with the individual in a manner which: • is appropriate to their communication needs and abilities • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences
		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.
4.	Be able to obtain venous blood samples.	4.1	Apply health and safety measures relevant to the procedure and environment.
		4.2	Apply standard precautions for infection control.
		4.3	Obtain the venous blood sample, to include: • utilisation of blood collection equipment • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary
		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: • Removal of blood collection equipment • Stopping blood flow • Stopping bleeding • Application of suitable dressing • Personal care advice to the individual
5.	Be able to prepare venous blood samples for transportation.	5.1	Label, package, transport, and store blood samples.

Assessment requirements: None.

Assessment guidance:

Valid consent must be in line with agreed UK country definition Preferences may be based on:

- Beliefs
- Values
- Culture.

Title:		Administer medication to individuals and monitor the effects	
Unit reference number:		F/616/4152	
Level:		3	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
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 and 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 individual's 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 correctly prepare the medication according to the medication administration record or medication information leaflet.
5.	Administer and monitor medication.	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.
		5.2	Safely administer the medication: • in line with legislation and local policies • in a way which minimises pain, discomfort, and trauma to the individual.
		5.3	Describe how to report any immediate problems with the administration.
		5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.
		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.
		5.6	Maintain the security of medication and related records throughout the process.
		5.7	Return medication and related records to the correct place for storage.
		5.8	Describe how to dispose of out of date and part- used medications in accordance with legal and organisational requirements.
Assessment requirements: None..			

Title:		Support use of medication in social care settings	
Unit reference number:		H/616/4192	
Level:		3	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the legislative framework for the use of medication in social care settings.	1.1	Identify legislation 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 agreed ways of working must reflect and incorporate legislative requirements.
2.	Know about common types of medication and their use.	2.1	Identify common types of medication.
		2.2	List conditions for which each type of medication may be prescribed.
		2.3	Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication.
3.	Understand roles and responsibilities in the use of medication.	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.
4.	Understand techniques for administering medication.	4.1	Describe the routes by which medication can be administered.
		4.2	Describe different forms in which medication may be presented.
		4.3	Describe materials and equipment that can assist in administering medication.
5.	Be able to receive, store and dispose of medication supplies safely.	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of working.
		5.2	Demonstrate how to store medication safely.
		5.3	Demonstrate how to dispose of un-used or unwanted medication safely.
6.	Know how to promote the rights of the individual when managing medication.	6.1	Explain the importance of the following principles in the use of medication • consent • self-medication or active participation • dignity and privacy • confidentiality
		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.
7.	Be able to support use of medication.	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 correctly.
		7.4	Demonstrate how to address any practical difficulties that may arise when medication is used.
		7.5	Demonstrate how and when to access further information or support about the use of medication.

8.	Be able to record and report on use of medication.	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.
Assessment requirements: Learning outcomes 5, 7 and 8 must be assessed in the workplace. Assessment guidance: None.			

Title:		Undertake physiological measurements	
Unit reference number:		K/616/4064	
Level:		3	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand relevant legislation, policy, and good practice for undertaking physiological measurements.	1.1	Describe current legislation, national guidelines, organisational policies, and protocols affecting work practice.
2.	Understand the physiological states that can be measured.	2.1	Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure.
		2.2	Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia.
		2.3	Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals.
		2.4	Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings.
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control.
		2.6	Explain the major factors that influence changes in physiological measurements .
		2.7	Explain the importance of undertaking physiological measurements.
		2.8	Explain how physiological measurements may need to be adapted for the individual.
3.	Be able to prepare to take physiological measurements.	3.1	Explain to the individual what measurements will be undertaken and why these are done.
		3.2	Reassure the individual during physiological measurements process.
		3.3	Answer questions and deal with concerns during physiological measurements process.
		3.4	Explain the help individuals may need before taking their physiological measurements.
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.
		3.6	Ensure all materials and equipment to be used are appropriately prepared.
		3.7	Confirm the individual's identity and obtain valid consent.

4.	Be able to undertake physiological measurements.	4.1	Apply standard precautions for infection prevention and control.
		4.2	Apply health and safety measures relevant to the procedure and environment.
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement.
		4.4	Monitor the condition of the individual throughout the measurement.
		4.5	Respond to any significant changes in the individual's condition.
		4.6	Follow the agreed process when unable to obtain or read a physiological measurement.
		4.7	Identify any issues outside own responsibility and refer these to other colleagues.
5.	Be able to record and report results of physiological measurements.	5.1	Explain the necessity for recording physiological measurements.
		5.2	Explain a few common conditions which require recording of physiological measurements.
		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.
Assessment requirements: Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
Assessment guidance:			
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			

Title:		Promote positive behaviour	
Unit reference number:		D/616/4191	
Level:		3	
Credit value:		6	
Guided learning hours:		44	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support.	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice.
2.	Be able to promote positive behaviour.	2.1	Explain a range of factors associated with challenging behaviours.
		2.2	Highlight, praise and support positive aspects of an individual's 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.
		2.5	Plan ways to promote positive behaviour in work settings.
3.	Understand the context and use of proactive and reactive strategies.	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.
4.	Understand the use of restrictive interventions.	4.1	Define restrictive interventions.
		4.2	Explain when restrictive interventions may and may not be used.
		4.3	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour.
		4.4	Describe safeguards that must be in place if restrictive interventions are used.
		4.5	Explain reporting and recording requirements of incidents where restrictive interventions have been used.
5.	Be able to respond appropriately to incidents of challenging behaviour.	5.1	Identify types of challenging behaviours.
		5.2	Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines.
		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.
		5.4	Complete records following an incident of challenging behaviour.
		5.5	Explain ways to manage challenging behaviour appropriately.
6.		6.1	Support an individual to return to a calm state following an incident of challenging behaviour.

	Be able to support individuals and others following an incident of challenging behaviour.	6.2	Describe how to support an individual to reflect on an incident, to include: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequences of their behaviour • how they were feeling after the incident.
		6.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour.
		6.4	Debrief others involved in an incident of challenging behaviour.
		6.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour.
7.	Be able to review and revise approaches to promoting positive behaviour.	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.
Assessment requirements: Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment			
Assessment guidance:			
Others may include:			
• team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.			

Title:		Enable individuals with behavioural difficulties to develop strategies to change their behaviour	
Unit reference number:		F/616/4197	
Level:		3	
Credit value:		8	
Guided learning hours:		41	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour.	1.1	Describe how legislation affects policy and practice when working with individuals to manage their behaviour.
		1.2	Describe the methods and approaches available to help an individual change their behaviour.
2.	Understand the factors that influence behaviour.	2.1	Explain how different factors relating to the individual can affect behaviour.
		2.2	Describe the potential effects of the environment and the behaviour of others on individuals.
3.	Be able to work with individuals to recognise the impact of their behaviour on others.	3.1	Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management.
		3.2	Work with individuals and others to gather and review information.
		3.3	Support the individual and others significant to the individual to recognise their behavioural responses to different situations.
		3.4	Encourage the individual to consider the impact of their behaviour.
4.	Be able to enable people to develop strategies for changing behavioural responses.	4.1	Work with an individual to identify and agree the factors which will motivate them to change their behaviour.
		4.2	Explain to an individual the positive outcomes of changing behaviours.
		4.3	Support an individual to identify situations and circumstances which trigger specific behavioural responses.
		4.4	Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change.
		4.5	Work with the individual to identify and agree coping strategies they are willing to use.
		4.6	Support an individual to develop and practise the agreed strategies and to sustain their motivation.
		4.7	Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working.
		4.8	List any potential barriers to progress and ways in which these barriers can be addressed.
		4.9	Describe the additional advice and support available when an individual does not engage with the process.
5.	Be able to evaluate and review strategies for changing behavioural responses.	5.1	Conduct regular reviews.
		5.2	Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses.
		5.3	Use the positive outcomes identified through the review process to motivate the individual.
		5.4	Give constructive feedback on progress.
		5.5	Encourage individuals to find ways in which to sustain their behaviour change.

		5.6	Record what has and has not been achieved and identify any future work required.
		5.7	Report the results of the review to all those who have a right and need to receive them.
Assessment requirements: Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Assessment guidance: None.			

Title:		Develop implement and review reablement services	
Unit reference number:		H/616/8503	
Level:		4	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand reablement services.	1.1	Explain current legislation that applies to reablement.
		1.2	Explain the current policy drivers towards the provision of reablement services.
		1.3	Analyse the principles that underpin reablement.
		1.4	Explain how reablement services improve an individual's outcome and quality of life.
		1.5	Evaluate how reablement services support the family of an individual.
		1.6	Evaluate strategies used to plan reablement planning including positive risk-taking and outcomes-focused goals.
2.	Understand the importance of daily living activities to independence.	2.1	Define daily living activities.
		2.2	Evaluate how reablement supports daily activities for individuals and promotes independence.
		2.3	Analyse how daily living activities may present barriers to independence.
3.	Understand the range of resources available to support reablement.	3.1	Explain the range of reablement services available.
		3.2	Explain roles and responsibilities of professionals in a multidisciplinary team providing reablement services.
		3.3	Explain how a multidisciplinary team collaborates to support reablement.
		3.4	Describe the use of equipment to support reablement.
		3.5	Explain the use of assistive technology to support reablement.
		3.6	Explain when and how to involve other agencies to support reablement.
4.	Be able to contribute plans for the provision of reablement services.	4.1	Work in partnership with the multidisciplinary team individuals and others to agree outcome focused goals using assessment information.
		4.2	Address barriers identified in the reablement plan.
		4.3	Identify the resources required to deliver the reablement plan.
		4.4	Carry out a risk assessment of the reablement plan.
		4.5	Identify ways to reduce the likelihood of identified risks.
		4.6	Record the reablement plan.
5.	Be able to implement reablement plans.	5.1	Support engagement with reablement plans.
		5.2	Implement reablement plans to enable an individual to participate in daily living activities.
		5.3	Implement reablement plans to enable learning and engagement with an individual and their family.
		5.4	Address barriers which arise during the implementation of an individual's reablement plan.
6.	Be able to monitor and review reablement services.	6.1	Work with individuals, others, and multidisciplinary teams to monitor progress towards outcome focused goals in reablement plans.
		6.2	Evaluate the effectiveness of reablement plans in improving independence.

		6.3	Work in partnership with individuals, others, and multidisciplinary teams to agree any modifications to the reablement plan that are identified in the review.
		6.4	Record and ensure implementation of agreed changes to reablement plans.
Assessment requirements: Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
Assessment guidance:			
Principles that underpin reablement:			
• independence • empowerment • personalisation • choice and control.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Multi-disciplinary team may include:			
• care delivery team • Occupational Therapist • GP • Speech and Language Therapist • Physiotherapist • Pharmacist • Nurse • Social Worker • Psychologist.			

Title:		Understand positive risk taking for individuals with disabilities	
Unit reference number:		F/616/4135	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand that individuals with disabilities have the same right as everyone else to take risks.	1.1	Explain ways in which risk is an integral part of everyday life.
		1.2	Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks.
		1.3	Describe the links between risk-taking and responsibility, empowerment, and social inclusion.
2.	Understand the importance of a positive, person-centred approach to risk assessment.	2.1	Explain the process of developing a positive person-centred approach to risk assessment.
		2.2	Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment.
		2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach.
		2.4	Identify the consequences for the individual of a service focused approach to risk-assessment.
3.	Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks.	3.1	Explain how legislation, national and local policies, and guidance provide a framework for decision making which can support an individual to have control over their own lives.
4.	Understand the importance of considering with an individual with disabilities the risks associated with the choices they make.	4.1	Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation, and harm in different areas of their lives.
		4.2	Explain how to support individuals to recognise and manage potential risk in different areas of their lives.
		4.3	Explain the importance of balancing the choices of the individual with their own and others' health and safety.
		4.4	Describe how own values, belief systems, and experiences may affect working practice when supporting individuals to take risks.
		4.5	Explain the importance of recording all discussions and decisions made.
5.	Understand the importance of a partnership approach to risk taking.	5.1	Explain the importance of a person-centred partnership approach.
		5.2	Describe ways of handling conflict when discussing and making decisions about risk.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Understand how to support positive decisions and risk taking for individuals	
Unit reference number:		L/650/2324	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to support individuals to make decisions about risks.	1.1	Support individuals to recognise potential risk in different areas of their lives.
		1.2	Support individuals to balance choices with their own and others' health, safety, and wellbeing.
		1.3	Describe how own values, belief systems, and experiences may affect working practice when supporting an individual to take risks.
		1.4	Record all discussions and decisions made when supporting the individual to take risks.
2.	Be able to support individuals to take risks.	2.1	Complete a risk assessment with an individual following agreed ways of working.
		2.2	Communicate the content of the risk assessment to relevant others.
		2.3	Support the individual to take the risk for which the assessment has been completed.
		2.4	Review and revise the risk assessment with the individual.
		2.5	Evaluate with the individual how taking the identified risk has contributed to that individual's well-being.
3.	Understand duty of care in relation to supporting positive risk-taking.	3.1	Explain how the principle of duty of care can be maintained while supporting individuals to take risks.
		3.2	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or relevant others in immediate or imminent danger.
Assessment requirements: Learning outcomes 4 and 5 must be assessed in the workplace. Assessment guidance: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Relevant others may include: • parent/s • carer • those with parental responsibility.			

Title:		Undertake agreed pressure area care	
Unit reference number:		H/616/4158	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1	Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores.
		1.2	Identify pressure sites of the body.
		1.3	Identify factors which might put an individual at risk of skin breakdown and pressure sores.
		1.4	Describe how incorrect handling and moving techniques can damage the skin.
		1.5	Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores.
		1.6	Describe changes to an individual's skin condition that should be reported.
2.	Understand good practice in relation to own role when undertaking pressure area care.	2.1	Identify legislation and national guidelines affecting pressure area care.
		2.2	Describe agreed ways of working relating to pressure area care.
		2.3	Describe why team working is important in relation to providing pressure area care.
3.	Be able to follow the agreed care plan.	3.1	Describe why it is important to follow the agreed care plan.
		3.2	Ensure the agreed care plan has been checked prior to undertaking the pressure area care.
		3.3	Identify any concerns with the agreed care plan prior to undertaking the pressure area care.
		3.4	Describe actions to take where any concerns with the agreed care plan are noted.
		3.5	Identify the pressure area risk assessment tools which are used in own work area.
		3.6	Explain why it is important to use risk assessment tools.
4.	Understand the use of materials, equipment and resources that are available when undertaking pressure area care.	4.1	Identify a range of aids or equipment used to relieve pressure.
		4.2	Describe safe use of aids and equipment.
		4.3	Identify where up-to-date information and support can be obtained about: - materials - equipment - resources
5.	Be able to prepare to undertake pressure area care.	5.1	Prepare equipment and environment in accordance with health and safety guidelines.
		5.2	Obtain valid consent for the pressure area care.
6.	Be able to undertake pressure area care.	6.1	Carry out pressure area care procedure in a way that: - respects the individual's dignity and privacy - maintains safety - ensures the individual's comfort - promotes active participation - promotes partnership working
		6.2	Apply standard precautions for infection prevention and control.

		6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing.
		6.4	Move an individual using approved techniques and in accordance with the agreed care plan.
		6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions.
		6.6	Communicate effectively with the individual throughout the intervention.
		6.7	Complete all records and documentation accurately and legibly.
Assessment requirements: Learning outcomes 3, 5 and 6 must be assessed in a real work environment. Assessment guidance: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

title:		Work in partnership with families to support individuals	
Unit reference number:		Y/616/4089	
Level:		3	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand partnership working with families and family members in care and support.	1.1	Describe the contribution families and family members 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.
2.	Be able to establish and maintain positive relationships with families and family members in care and support.	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.
3.	Be able to plan shared approaches to the care and support of individuals with families and family members in care and support.	3.1	Agree with the individual, family members, and others 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 agreed ways of working.
		3.4	Plan ways to manage risks associated with sharing care or support within scope of own role.
		3.5	Agree with the individual, family members and others , processes for monitoring the shared support care plan within scope of own role.
		3.6	Explain ways to deal with potential conflicts when planning shared care approaches.
4.	Be able to work with families to access support in their role as carers.	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.
5.	Be able to exchange and record information about partnership work with families.	5.1	Exchange information, within scope of own role, with the individual and family members about: • implementation of the plan • changes to needs and preferences.
		5.2	Record information in line with agreed ways of working about: • progress towards outcomes • effectiveness of partnership working.
6.	Be able to contribute to reviewing partnership work with families.	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.
7.	Be able to provide feedback about support for families.	7.1	Provide feedback to others about the support accessed by family members.
		7.2	Report on any gaps in the provision of support for family members.

		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible.
Assessment requirements: None. Assessment guidance: 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 Others may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.			

Title:		Assess the needs of carers and families	
Unit reference number:		R/616/4219	
Level:		3	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the contribution that families and carers make in caring for individuals.	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 demographic information.
		1.2	Explain the rights of families and carers providing care to individuals.
		1.3	Describe the benefits to society of family and unpaid carers providing care.
		1.4	Describe the benefits and challenges faced by family and unpaid carers in providing care.
2.	Be able to engage with families and carers who are providing care.	2.1	Support families and carers to speak about their experiences of providing care to individuals.
		2.2	Use active listening skills to identify unspoken feelings and emotions.
		2.3	Support families and carers to understand their rights.
		2.4	Support families and carers in their caring role.
		2.5	Explain to families and carers the additional support that is available.
		2.6	Gain consent from families and carers to speak with others about their circumstances.
3.	Be able to assess the needs of families and carers.	3.1	Support families and carers to identify the support they need to meet the needs of an individual.
		3.2	Identify with families and carers the areas of care which they want to retain.
		3.3	Support families and carers to identify their wishes and needs for their own well-being.
		3.4	Gather additional information from agreed others.
		3.5	Share the record of assessment with families and carers.
4.	Be able to identify a plan to support families and carers.	4.1	Support families, carers, and others to identify resources to address needs and wishes.
		4.2	Support families, carers, and others to develop a plan of action to access resources.
		4.3	Support families, carers, and others to implement the plan of action.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Provide support to maintain and develop skills for everyday life	
Unit reference number:		K/616/4162	
Level:		3	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the context of supporting skills for everyday life.	1.1	Compare methods for developing and maintaining skills for everyday life.
		1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life.
		1.3	Explain how maintaining, regaining, or developing skills can benefit individuals.
2.	Be able to support individuals to plan for maintaining and developing skills for everyday life.	2.1	Work with an individual and others to identify skills for everyday life that need to be supported.
		2.2	Agree with the individual a plan for developing or maintaining the skills identified.
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them.
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.
3.	Be able to support individuals to retain, regain or develop skills for everyday life.	3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation.
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills.
		3.3	Describe actions to take if an individual becomes distressed or unable to continue.
		3.4	Describe how technology can be used to support individuals to retain, regain or develop skills for everyday life.
4.	Be able to evaluate support for developing or maintaining skills for everyday life.	4.1	Work with an individual and others to agree criteria and processes for evaluating support.
		4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used.
		4.3	Agree revisions to the plan.
		4.4	Record and report in line with agreed ways of working.
Assessment requirements: Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
Assessment guidance: None.			

Title:		Support independence in the tasks of daily living	
Unit reference number:		J/616/4086	
Level:		3	
Credit value:		5	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand principles for supporting independence in the tasks of daily living.	1.1	Explain how individuals can benefit from being as independent as possible in the tasks of daily living.
		1.2	Explain how active participation promotes independence in the tasks of daily living.
		1.3	Describe how daily living tasks may be affected by an individual's culture or background.
		1.4	Explain the importance of providing support that respects the individual's culture and preferences.
		1.5	Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living.
		1.6	Explain why it is important to establish roles and responsibilities for providing support.
2.	Be able to establish what support is required for daily living tasks.	2.1	Access information about support for daily living tasks, using an individual's care plan and agreed ways of working.
		2.2	Clarify with the individual and others, the requirements for supporting an individual's independence in daily living tasks.
		2.3	Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.
3.	Be able to provide support for planning and preparing meals.	3.1	Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences.
		3.2	Support the individual to store food safely.
		3.3	Support the individual to prepare food in a way that promotes active participation and safety.
4.	Be able to provide support for buying and using household and personal items.	4.1	Identify different ways of buying household and personal items.
		4.2	Work with the individual to identify household and personal items that are needed.
		4.3	Support the individual to buy items in their preferred way.
		4.4	Support the individual to store items safely.
		4.5	Support the individual to use items safely.
5.	Be able to provide support for keeping the home clean and secure.	5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety.
		5.2	Describe different risks to home security that may need to be addressed.
		5.3	Support the individual to use agreed security measures.
6.	Be able to identify and respond to changes needed in support for daily living tasks.	6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks.
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required.
		6.3	Adapt support in agreed ways to address concerns, changes, or increased independence.
Assessment requirements: Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment			
Assessment guidance:			

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

A **care plan** may have 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.

Title:		Facilitate person centred assessment, planning, implementation, and review	
Unit reference number:		H/616/4175	
Level:		3	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of person-centred assessment and care planning.	1.1	Explain the importance of a holistic approach to assessment and planning of care or support.
		1.2	Describe ways of supporting the individual to lead the assessment and planning process.
		1.3	Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it.
2.	Be able to facilitate person - centred assessment.	2.1	Establish with the individual a partnership approach to the assessment process.
		2.2	Establish with the individual how the process should be carried out and who else should be involved in the process.
		2.3	Agree with the individual and others the intended outcomes of the assessment process and care plan.
		2.4	Ensure that assessment takes account of the individual's strengths and aspirations as well as needs.
		2.5	Work with the individual and others to identify support requirements and preferences.
3.	Be able to contribute to the planning of care or support.	3.1	Take account of factors that may influence the type and level of care or support to be provided.
		3.2	Work with the individual and others to explore options and resources for delivery of the plan.
		3.3	Contribute to agreement on how component parts of a plan will be delivered and by whom.
		3.4	Record the plan in a suitable format.
4.	Be able to support the implementation of care plans.	4.1	Carry out assigned aspects of a care plan.
		4.2	Support others to carry out aspects of a care plan for which they are responsible.
		4.3	Adjust the plan in response to changing needs or circumstances.
5.	Be able to monitor care plans.	5.1	Agree methods for monitoring the way a care plan is delivered.
		5.2	Collate monitoring information from agreed sources.
		5.3	Record changes that affect the delivery of the care plan.
6.	Be able to facilitate a review of care plans and their implementation.	6.1	Seek agreement with the individual and others about who should be involved in the review process criteria to judge effectiveness of the care plan.
		6.2	Seek feedback from the individual and others about how the plan is working.
		6.3	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives.
		6.4	Work with the individual and others to agree any revisions to the plan.
		6.5	Document the review process and revisions as required.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support person-centred thinking and planning	
Unit reference number:		H/616/4208	
Level:		3	
Credit value:		5	
Guided learning hours:		41	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles and practice of person-centred thinking, planning and reviews.	1.1	Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning.
		1.2	Explain the benefits of using person-centred thinking with individuals.
		1.3	Explain the beliefs and values on which person-centred thinking and planning is based.
		1.4	Explain how the beliefs and values on which person-centred thinking is based differ from assessment and other approaches to planning.
		1.5	Explain how person-centred thinking tools can form the basis of a person-centred plan.
		1.6	Describe the key features of different styles of person-centred planning and the contexts in which they are most useful.
		1.7	Describe examples of person-centred thinking tools, their purpose, how and when each one might be used.
		1.8	Explain the different ways that one-page profiles are used.
2.	Understand the context within which person-centred thinking and planning takes place.	2.1	Interpret current policy, legislation and guidance underpinning person-centred thinking and planning.
		2.2	Analyse the relationship between person-centred planning and the commissioning and delivery of services.
		2.3	Describe how person-centred planning and person-centred reviews influence strategic commissioning.
		2.4	Explain what a person-centred team is.
		2.5	Explain how person-centred thinking can be used within a team.
		2.6	Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation.
		2.7	Describe the role of the manager in implementing person-centred thinking and planning.
		2.8	Explain how this relates to the role of a facilitator.
3.	Understand own role in person-centred planning.	3.1	Explain the range of ways to use person-centred thinking, planning and reviews in own role: • with individuals • as a team member • as part of an organisation.
		3.2	Explain the different person-centred thinking skills required to support individuals.
		3.3	Identify challenges that may be faced in implementing person-centred thinking, planning, and reviews in own work.
		3.4	Describe how challenges in implementing person-centred thinking, planning, and reviews might be overcome.
4.	Be able to apply person-centred planning in relation to own life.	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working.

		4.2	Describe what other person-centred thinking tools would be useful in own life.
		4.3	Explain which person-centred thinking tools could be used to think more about own community connections.
		4.4	Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations.
5.	Be able to implement person-centred thinking, planning and reviews.	5.1	Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams.
		5.2	Show that the plan and process are owned by individual.
		5.3	Demonstrate how person-centred thinking tools can be used to develop a person-centred plan.
		5.4	Use information from a person-centred review to start a person-centred plan.
		5.5	Use person-centred thinking to enable individuals to choose those who support them.
		5.6	Support the individual and others involved to understand their responsibilities in achieving actions agreed.
		5.7	Demonstrate a successful person-centred review.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support individuals to continue with recommended therapy	
Unit reference number:		M/650/2325	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of supporting individuals to continue recommended therapies.	1.1	Analyse benefits of recommended therapies to an individual's health and well-being.
		1.2	Describe barriers that prevent individuals from continuing recommended therapies.
		1.3	Discuss consequences of individuals discontinuing recommended therapies.
2.	Be able to plan and prepare for therapeutic group activities.	2.1	Work with individuals and others to agree: the nature and purpose of a therapeutic group specific activities to fit the purpose of the group.
		2.2	Address any risks that may be associated with the planned activities.
		2.3	Prepare the environment for a therapeutic group activity.
		2.4	Prepare equipment or resources needed for the activity.
3.	Be able to encourage individuals to continue recommended therapies.	3.1	Agree individual's needs, wishes, and preferences in relation to continuing a recommended therapy.
		3.2	Enable individuals to access information in relation to benefits of continuing the recommended therapy.
		3.3	Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy.
		3.4	Explain how to motivate the individual to continue the recommended therapy.
4.	Be able to support individuals to continue recommended therapy.	4.1	Clarify information required prior to providing support.
		4.2	Promote active participation during therapy.
		4.3	Manage concerns encountered during therapy.
		4.4	Provide constructive feedback and encouragement to the individual during therapy.
5.	Be able to monitor, record and report on observations during recommended therapy.	5.1	Establish with the individual and others the observations to be made during therapy sessions.
		5.2	Carry out agreed observations within scope of own role.
		5.3	Record agreed observations within scope of own role.
		5.4	Report on the findings of observations to individuals and others.
6.	Be able to contribute to evaluation and review of recommended therapies.	4.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided.
		4.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others.
		4.3	Agree changes to therapy sessions or the support provided with others.
		4.4	Record agreed actions.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Lead a team	
Unit reference number:		F/616/8640	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand working in a team.	1.1	Describe the purpose of working in a team.
		1.2	Outline models of team development.
		1.3	Explain principles on which team working is based.
		1.4	Explain the impact on team working of the organisation's values.
		1.5	Explain the impact of team working on: • individuals • team members • the organisation
2.	Be able to lead a team.	2.1	Describe how to engage with and support team members.
		2.2	Develop team goals and objectives with others.
		2.3	Explain own roles, responsibilities, and professional boundaries.
		2.4	Explain the roles, responsibilities, and professional boundaries of team members.
		2.5	Support team members in working towards team goals and objectives.
		2.6	Give and receive constructive feedback.
3.	Be able to review the effectiveness of a team.	2.7	Use others as a source of support and advice.
		3.1	Reflect on own performance as a team member.
		3.2	Review the performance of the team in achieving or working towards goals and objectives.
		3.3	Work with the team in the development of continuous improvement.
Assessment requirements: None. Assessment guidance: Purpose may include: • development of trust • accountability • duty of care • meeting organisational, team and personal objectives • safe and effective working practices • staff support and development. Principles may include: • clear and shared objectives • clearly defined roles, responsibilities, and expectations • trust and accountability • confidentiality • effective communication • conflict resolution • performance management • inclusive and consultative • innovation and creativity • balance of knowledge, skills, and attributes.			

Title:		Manage induction in health and social care or children and young people's settings	
Unit reference number:		T/616/4245	
Level:		4	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the purpose of induction for health and social care or children and young people's settings.	1.1	Explain why induction is important for practitioners, individuals, and organisations.
		1.2	Identify information and support materials that are available to promote effective induction.
		1.3	Explain the link between induction processes, qualifications, and progression routes in the sector.
		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.
		1.5	Analyse the role of induction in safeguarding individuals and others within a work setting.
2.	Be able to manage the induction process in health, social care and children and young people's work settings.	2.1	Explain the factors that influence induction processes for practitioners.
		2.2	Develop an induction programme in agreement with others.
		2.3	Manage the induction process for practitioners.
3.	Be able to support the implementation of induction processes in health, social care and children and young people's work settings.	3.1	Identify different methods that can be used to support the induction process for practitioners.
		3.2	Support others involved in the induction of practitioners.
		3.3	Obtain feedback from others on practitioners' achievement of identified induction requirements.
		3.4	Support practitioners to reflect on their learning and achievement of induction requirements.
		3.5	Provide feedback to practitioners on achievement of induction requirements.
		3.6	Support personal development planning for a practitioner on completion of induction.
4.	Be able to evaluate the induction process in health and social care or children and young people's settings.	4.1	Explain the importance of continuous organisational improvement in the provision of induction.
		4.2	Obtain feedback on the induction process from practitioners.
		4.3	Obtain feedback on the induction process from others in the work setting.
		4.4	Use feedback to identify areas for improvement within the induction process.
5.	Be able to implement improvements to the induction process in health and social care or children and young people's settings.	5.1	Work with others to identify improvements within the induction process.
		5.2	Work with others to implement changes required to address areas for improvement within the induction process.
Assessment requirements: Learning outcomes 2, 3, 4 and 5 must be assessed in the work setting.			
Assessment guidance: None.			

Title:		Mentoring in adult care services	
Unit reference number:		J/616/8509	
Level:		4	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand own role and responsibilities in relation to mentoring in adult care.	1.1	Evaluate models for mentoring.
		1.2	Explain the role of a mentor in adult care.
		1.3	Analyse the skills and qualities required of a mentor.
		1.4	Analyse how own values, behaviours, attitudes, and emotional awareness can impact on performance of a mentoring role.
		1.5	Explain why it is important for a mentor to establish: • ground rules • boundaries • responsibilities and autonomy of mentee.
		1.6	Explain the importance of ethical and professional standards when working as a mentor.
		1.7	Explain sources of support to deal with issues which are outside of own expertise and authority.
2.	Understand how mentoring is used in adult care settings.	2.1	Explain legal and organisational requirements relating to mentoring.
		2.2	Explain the benefits of mentoring to the organisation.
		2.3	Explain the benefits of mentoring on the learning and development of the mentee.
3.	Understand techniques used establish a mentoring relationship.	3.1	Analyse techniques for mentoring.
		3.2	Explain the communication techniques used in mentoring.
		3.3	Analyse the role of confidentiality in mentoring relationships.
4.	Be able to agree goals and outcomes with the mentee.	4.1	Develop a mentoring agreement with a mentee to include: • goals and outcomes • ground rules • boundaries • responsibilities • autonomy of mentee.
		4.2	Agree how interactions and progress will be recorded to support information sharing.
5.	Be able to mentor in adult care.	5.1	Plan mentoring activities to meet identified goals and outcomes.
		5.2	Establish and maintain a working relationship with the mentee using mentoring techniques.
		5.3	Develop the mentoring relationship using communication techniques.
		5.4	Provide feedback to the mentee.
6.	Be able to review, with the mentee, their progress and achievements.	6.1	Review progress with mentees, placing responsibility on the mentee to clarify their own goals and facilitate their achievement.
		6.2	Review strategies used to motivate mentees.
		6.3	Agree further mentoring support following the review.
		6.4	Encourage mentees to give reflective feedback on the mentoring process.
		6.5	Use reflective feedback from mentees to evaluate own mentoring practice and identify areas for development.

Assessment requirements: Learning outcomes 4, 5, and 6 must be assessed in the work setting.
Assessment guidance: None.

Title:		Contribute to maintaining quality in adult care	
Unit reference number:		L/616/8639	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand quality standards relevant to adult care.	1.1	Explain the regulation of adult care services.
		1.2	Describe quality standards relevant to adult care services.
		1.3	Describe initiatives for the improvement of outcomes for individuals.
		1.4	Explain why continuous service improvement is important.
		1.5	Explain how service provision is affected by quality standards not being met.
2.	Understand factors that have an impact on the quality-of-service delivery.	2.1	Explain factors that may have an impact on the quality-of-service delivery.
		2.2	Explain the impact on the quality-of-service delivery of the availability of resources.
		2.3	Explain how resources are managed to deliver safe and effective care.
		2.4	Explain how formal and informal feedback on the quality-of-service delivery can be obtained.
		2.5	Explain how quality standards are informed by feedback.
3.	Understand methods and systems used in quality assurance of adult care.	3.1	Describe the quality assurance cycle.
		3.2	Describe internal and external methods used to monitor quality standards.
		3.3	Explain how benchmarking and audit are used in quality assurance.
4.	Understand own role and responsibilities in ensuring compliance with quality standards.	4.1	Explain the role of accountability in meeting quality standards.
		4.2	Explain own role and responsibilities in leading and supporting others to ensure compliance with regulation.
		4.3	Explain how to access support relevant to meeting quality standards.
5.	Be able to contribute to the ongoing implementation of quality standards.	5.1	Assess own performance in meeting quality standards using feedback from others.
		5.2	Support others in meeting quality standards.
		5.3	Record and report any concerns that may compromise compliance with quality standards.
		5.4	Suggest ways in which performance in meeting quality standards can be improved.
Assessment requirements: None.			
Assessment guidance:			
Quality standards may include:			
- Care Quality Commission Fundamental Standards - National Institute for Care and Health Excellence (NICE) - Adult Autism Strategy			
Investors in People Initiatives may include:			
- Dementia Strategy - Dignity in Care - Adult Autism Strategy - National Service Frameworks (NSF)			

- Skills for Care Common Core Principles.

Factors may include:

- staff ratios and workforce planning
- staff training
- funding and resources issues
- leadership and governance
- staff conduct.

Resources may include:

- human
- financial
- physical resources.

Feedback may include:

- informal or informal
- including performance indicators
- internal or external audit (including inspection reports)
- formal and informal feedback from individuals and their families, the workforce, stakeholders, and other professionals
- analysis of complaints
- medication reviews
- safeguarding reviews
- benchmarking against organisational and national standards.

Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care service
- families, carers, and advocates.

Title:		Contribute to effective team working in health and social care or children and young people's settings	
Unit reference number:		T/616/4214	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand theories of teams and team working.	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.
2.	Understand the principles that underpin effective teamwork.	2.1	Explain why teams need: • clear objectives • clearly defined roles and responsibilities • trust and accountability • confidentiality • effective communication • clear goal planning • conflict resolution.
		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.
3.	Be able to work as part of a team.	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.
		3.8	Analyse the strengths and contributions of other team members to the work of the team.
4.	Be able to support individual team members.	4.1	Provide encouragement and support to individual team members within their roles.
		4.2	Provide constructive feedback on performance to individual team members.
5.	Be able to review the work of the team.	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.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support individuals with multiple conditions and/or disabilities	
Unit reference number:		Y/616/8529	
Level:		3	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of multiple conditions and/or disabilities on individuals.	1.1	Describe possible multiple conditions and/or disabilities that individuals may have.
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life.
2.	Understand own role in supporting individuals with multiple conditions and/or disabilities.	2.1	Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities.
		2.2	Explain the scope of own role and responsibilities.
3.	Understand the support available for individuals with multiple conditions and/or disabilities.	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area.
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities.
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities.
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities.
4.	Be able to assist individuals with multiple conditions and/or disabilities.	4.1	Support an individual to identify needs and preferences.
		4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities.
		4.3	Support an individual to engage in activities that meet their needs and preferences.
5.	Be able to evaluate the support provided to an individual to engage in activities.	5.1	Review with the individual and/or others, how well the activities have met the identified needs and preferences.
		5.2	Reflect on own support to an individual to engage in activities.
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice.
		5.4	Adapt own practice to support the needs of the individual.
Assessment requirements: Learning Outcomes 4 and 5 must be assessed in a real work environment			
Assessment guidance: None.			

Title:		Understand physical disability	
Unit reference number:		L/616/4137	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of differentiating between the individual and the disability.	1.1	Explain the importance of recognising the centrality of the individual rather than the disability.
		1.2	Explain the importance of an assessment being person-centred.
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only.
2.	Understand the concept of physical disability.	2.1	Define the term physical disability.
		2.2	Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological.
		2.3	Compare a congenital disability with a neurological disability, including causes.
		2.4	Explain the emotional impact of a progressive disability on the individual.
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have.
3.	Understand the impact of living with a physical disability within society.	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability.
		3.2	Analyse the socio-economic effects of physical disability on an individual.
		3.3	Explain the changes that have occurred in society as a result of Disability legislation.
		3.4	Analyse the extent of improvements for the individual as a result of Disability legislation.
		3.5	Explain the effects of physical disability on an individual's life choices.
		3.6	Explain how attitudes either promote a positive or negative perception of disability.
4.	Understand the importance of promoting inclusion and independence.	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities.
		4.2	Analyse ways that inclusion and independence can be promoted.
		4.3	Explain the importance of the individual having control of choices and decisions.
		4.4	Analyse the importance of positive 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.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Principles of supporting young people with a disability to make the transition into adulthood	
Unit reference number:		H/616/4354	
Level:		3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the steps and stages of moving from childhood into adulthood.	1.1	Identify the range of physical, social, and emotional changes which occur for young people as they move into adulthood.
		1.2	Explain the changes faced by young people as they move from childhood into adulthood in relation to their: • freedoms • rights • responsibilities.
		1.3	Explain how culture may impact on the process of moving from childhood into adulthood.
		1.4	Explain theories about change, and how this can affect a young person with a disability.
2.	Understand how having a disability may affect the process of moving from childhood into adulthood.	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families.
		2.2	Identify challenges young people with a disability might have understanding and coping with change.
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes.
		2.4	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into to adulthood.
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life.
3.	Know the options for supporting a young person who has a disability to make the transition into adulthood.	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability.
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development.
		3.3	Explain how personal budgets can be used with young people in transition.
4.	Understand how to support a young person with a disability through a successful transition.	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process.
		4.2	Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process.
		4.3	Explain the difference in approaches to planning between children's and adults' support services.
		4.4	Describe how to involve families in the transition process.
		4.5	Explain the role of key agencies and professionals likely to be involved in the transition process.
		4.6	Outline possible areas of tension and conflict that may arise during the transition into adulthood.
		4.7	Compare different methods of support to use with young people with disabilities who have varying abilities.

5.	Understand the importance of supporting a young person and their family to reflect on the transition.	5.1	Explain why it is important to reflect on the transition with the young person and their family.
		5.2	Explain the importance of recording the process of transition.
Assessment requirements: None. Assessment guidance: None.			

Title:		The principles of infection prevention and control	
Unit reference number:		Y/616/4058	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand own and others roles and responsibilities in the prevention and control of infections	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 infection.
2.	Understand legislation and policies relating to prevention and control of infections.	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.
3.	Understand systems and procedures relating to the prevention and control of infections.	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 individual and the organisation.
4.	Understand the importance of risk assessment in relation to the prevention and control of infections.	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.
5.	Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1	Demonstrate correct use of PPE.
		5.2	Identify different types of PPE.
		5.3	Explain the reasons for use of PPE.
		5.4	State current relevant regulations and legislation relating to PPE.
		5.5	Describe employees' responsibilities regarding the use of PPE.
		5.6	Describe employers' responsibilities regarding the use of PPE.
		5.7	Describe the correct practice in the application and removal of PPE.
		5.8	Describe the correct procedure for disposal of used PPE.
6.	Understand the importance of good personal hygiene in the prevention and control of infections.	6.1	Describe the key principles of good personal hygiene.
		6.2	Demonstrate good hand washing technique.
		6.3	Identify the correct sequence for hand washing.
		6.4	Explain when and why hand washing should be carried out.
		6.5	Describe the types of products that should be used for hand washing.
		6.6	Describe correct procedures that relate to skincare.
Assessment requirements: None. Assessment guidance: None.			

Title:		Causes and spread of infection	
Unit reference number:		Y/616/4061	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the causes of infection.	1.1	Identify the differences between bacteria, viruses, fungi, and parasites.
		1.2	Identify common illnesses and infections caused by bacteria, viruses, fungi, and parasites.
		1.3	Describe what is meant by infection and colonisation.
		1.4	Explain what is meant by systemic infection and localised infection.
		1.5	Identify poor practices that may lead to the spread of infection.
		1.6	Identify how an understanding of poor practices, can be applied to own professional practice.
2.	Understand the transmission of infection.	2.1	Explain the conditions needed for the growth of micro-organisms.
		2.2	Explain the ways an infective agent might enter the body.
		2.3	Identify common sources of infection.
		2.4	Explain how infective agents can be transmitted to a person.
		2.5	Identify the key factors that will make it more likely that infection will occur.
		2.6	Discuss the role of a national public health body in communicable disease outbreaks.
Assessment requirements: None.			
Assessment guidance:			
Poor practices: soiled linen and clinical waste should be covered for 1.5 and 1.6			

Title:		Provide support to adults who have experienced harm or abuse	
Unit reference number:		J/616/4217	
Level:		4	
Credit value:		5	
Guided learning hours:		39	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of self and others when supporting individuals who have experienced harm or abuse.	1.1	Explain own role and responsibilities to individuals who have experienced harm or abuse.
		1.2	Explain the role and responsibilities of others to individuals who have experienced harm or abuse.
		1.3	Explain the importance of establishing trusting relationships with individuals who have experienced harm or abuse.
2.	Be able to support individuals to disclose harm or abuse.	2.1	Support an individual to understand who information about harm or abuse will be shared with and the reasons for this.
		2.2	Support an individual to disclose any harm or abuse they have experienced at their own pace.
		2.3	Explain why it is important to respond calmly to disclosures of harm or abuse.
		2.4	Communicate with an individual according to their level of understanding when they are disclosing harm or abuse.
		2.5	Seek only sufficient information to confirm that there is an allegation.
		2.6	Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court.
		2.7	Keep detailed, accurate, timed, dated, and signed records about any disclosures of harm or abuse.
		2.8	Access further support in situations that are outside your expertise, experience, role, and responsibility.
3.	Be able to support individuals who have experienced harm or abuse.	3.1	Access information about how to support an individual who has experienced harm or abuse.
		3.2	Work with an individual, agreed key people, and others to establish what outcomes they want from safeguarding interventions.
		3.3	Work with an individual, agreed key people, and others to understand implications from harm and abuse.
		3.4	Work with agreed key people and others to support an individual to deal with distress, fear, and anxieties that may have been caused by harm or abuse.
		3.5	Work with agreed key people and others to support an individual to develop positive coping strategies.
		3.6	Seek support where the individual's behaviour gives cause for concern.
		3.7	Use supervision to reflect on own support to an individual and any feelings about the harm or abuse they have experience.
		3.8	Explain when additional support might be needed for dealing with own thoughts and feelings about harm or abuse.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Move and position individuals in accordance with their care plan	
Unit reference number:		K/616/4159	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals.	1.1	Identify current legislation, national guidelines, policies, procedures, and protocols in relation to moving and positioning individuals.
		1.2	Summarise own responsibilities and accountability in relation to moving and positioning individuals.
		1.3	Describe health and safety factors in relation to moving and positioning individuals.
2.	Understand anatomy and physiology in relation to moving and positioning individuals.	2.1	Outline the anatomy and physiology of the human body in relation to moving and positioning individuals.
		2.2	Describe the impact of specific conditions on the movement and positioning of an individual.
3.	Be able to minimise risk before moving and positioning individuals.	3.1	Carry out preparatory checks using: - the individual's care plan - the moving and handling risk assessment.
		3.2	Identify any immediate risks to the individual.
		3.3	Describe the action to take in relation to identified risks.
		3.4	Describe the action to take if the individual's wishes conflict with their care plan.
		3.5	Prepare the environment ensuring: - adequate space for the move - potential hazards are removed.
		3.6	Apply standard precautions for infection control.
4.	Be able to move and position an individual.	4.1	Confirm the individual's identity and obtain valid consent.
		4.2	Communicate with the individual in a manner which: - provides relevant information - addresses needs and concerns - provides support and reassurance - is respectful of personal beliefs and preferences.
		4.3	Position the individual in accordance with their care plan.
		4.4	Communicate effectively with others 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 active participation 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.
5.	Know when to seek advice and/or assistance from others when moving and positioning an individual.	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.
Assessment requirements: None.			

Title:		Support individuals to maintain personal hygiene	
Unit reference number:		L/616/4204	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of good personal hygiene.	1.1	Explain why personal hygiene is important.
		1.2	Describe the effects of poor personal hygiene on health and well-being.
2.	Be able to support individuals to maintain personal hygiene.	2.1	Support an individual to understand factors that contribute to good personal hygiene.
		2.2	Address personal hygiene issues with the individual in a sensitive manner without imposing own values.
		2.3	Support the individual to develop awareness of the effects of poor hygiene on others.
		2.4	Support the preferences and needs of the individual while maintaining their independence.
		2.5	Describe how to maintain dignity of an individual when supporting intimate personal hygiene.
		2.6	Identify risks to own health in supporting an individual with personal hygiene routines.
		2.7	Reduce risks to own health when supporting the individual with personal hygiene routines.
		2.8	Identify others who may be involved in supporting the individual to maintain personal hygiene.
3.	Understand when poor hygiene may be an indicator of other underlying personal issues.	3.1	Identify underlying personal issues that may be a cause of poor personal hygiene.
		3.2	Describe how underlying personal issues might be addressed.
Assessment requirements: Learning outcome 2 must be assessed in a real work environment.			
Assessment guidance: None.			

Title:		Principles of supporting an individual to maintain personal hygiene	
Unit reference number:		A/616/4134	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of good personal hygiene.	1.1	Explain why personal hygiene is important.
		1.2	Describe the effects of poor personal hygiene on health and well-being.
2.	Know how to encourage an individual to maintain personal hygiene.	2.1	Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values.
		2.2	Describe how to make an individual aware of the effects of poor hygiene on others.
		2.3	Describe how to support an individual to develop and improve personal hygiene routines.
3.	Know how to support an individual to maintain personal hygiene.	3.1	Identify factors that contribute to good personal hygiene.
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence.
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene.
		3.4	Describe risks to own health in supporting personal hygiene routines.
		3.5	Describe how to reduce risks to own health.
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene.
4.	Understand when poor hygiene may be an indicator of other underlying personal issues.	4.1	Identify underlying personal issues that may be a cause of poor personal hygiene.
		4.2	Describe how underlying personal issues might be addressed.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Support individuals to meet personal care needs	
Unit reference number:		L/616/4641	
Level:		2	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1	Encourage the individual to communicate their needs, preferences, and personal beliefs affecting their personal care.
		1.2	Establish the level and type of support and individual needs for personal care.
		1.3	Agree with the individual how privacy will be maintained during personal care.
2.	Be able to provide support for personal care.	2.1	Obtain valid consent for activities.
		2.2	Support the individual to understand the reasons for hygiene and safety precautions.
		2.3	Use protective equipment, protective clothing, and hygiene techniques to minimise the risk of infection.
		2.4	Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.
		2.5	Describe ways to ensure the individual can summon help when alone during personal care.
		2.6	Ensure safe disposal of waste materials.
3.	Be able to support individuals to use the toilet.	3.1	Provide support for the individual to use the toilet facilities in ways that respect dignity.
		3.2	Support the individual to make themselves clean and tidy after using toilet facilities.
		3.3	Support the individual to wash their hands after using the toilet.
4.	Be able to support individuals to maintain personal hygiene.	4.1	Ensure room and water temperatures meet individual needs and preferences for washing, bathing, and mouth care.
		4.2	Ensure toiletries, materials and equipment are within reach of the individual.
		4.3	Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity, and promote active participation.
5.	Be able to support individuals to manage their personal appearance.	5.1	Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.
		5.2	Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.
6.	Be able to monitor and report on support for personal care.	6.1	Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences.
		6.2	Monitor personal care functions and activities in agreed ways.
		6.3	Record and report on an individual's personal care in agreed ways.
Assessment requirements: None.			
Assessment guidance:			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

Title:		Develop professional supervision practice in health and social care or children and young people's work settings	
Unit reference number:		Y/616/4352	
Level:		5	
Credit value:		5	
Guided learning hours:		39	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the purpose of professional supervision in health and social care or children and young people's work settings.	1.1	Analyse the principles, scope, and purpose of professional supervision.
		1.2	Outline theories and models of professional supervision.
		1.3	Explain how the requirements of legislation, codes of practice, and agreed ways of working influence professional supervision.
		1.4	Explain how findings from research, critical reviews, and inquiries can be used within professional supervision.
		1.5	Explain how professional supervision can protect the: • individual • supervisor • supervisee.
2.	Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings.	2.1	Explain the performance management cycle.
		2.2	Analyse how professional supervision supports performance.
		2.3	Analyse how performance indicators can be used to measure practice.
3.	Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings.	3.1	Explain factors which result in a power imbalance in professional supervision.
		3.2	Explain how to address power imbalance in own supervision practice.
		3.3	Agree with supervisee confidentiality, boundaries, roles, and accountability within the professional supervision process.
		3.4	Agree with supervisee the frequency and location of professional supervision.
		3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision.
		3.6	Agree with supervisee actions to be taken in preparation for professional supervision.
4.	Be able to provide professional supervision in health and social care or children and young people's work settings.	4.1	Support supervisees to reflect on their practice.
		4.2	Provide positive feedback about the achievements of the supervisee.
		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.
5.	Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings.	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.

6.	Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings.	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.
Assessment requirements: Learning outcomes 3,4,5 and 6 must be assessed in the work setting Assessment guidance: None.			

Title:		Support individuals to live at home	
Unit reference number:		M/616/4177	
Level:		3	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of supporting individuals to live at home.	1.1	Describe how being supported to live at home can benefit an individual.
		1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home.
		1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home.
		1.4	Explain how risk management contributes to supporting individuals to live at home.
2.	Be able to contribute to planning support for living at home.	2.1	Identify with an individual the strengths, skills, and existing networks they have that could support them to live at home.
		2.2	Identify with an individual their needs that may require additional support and their preferences for how the needs may be met.
		2.3	Agree with the individual and others the risks that need to be managed in living at home and ways to address them.
3.	Be able to work with individuals to secure additional services and facilities to enable them to live at home.	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.
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks.
		3.3	Contribute to completing paperwork to apply for required resources, facilities, and services, in a way that promotes active participation.
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services, and facilities.
4.	Be able to work in partnership to introduce additional services for individuals living at home.	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home.
		4.2	Introduce the individual to new resources, services, facilities, or support groups.
		4.3	Record and report on the outcomes of additional support measures in required ways.
5.	Be able to contribute to reviewing support for living at home.	5.1	Work with the individual and others to agree methods and timescales for on-going review.
		5.2	Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support.
		5.3	Work with the individual and others to agree revisions to the support provided.
Assessment requirements: Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment			
Assessment guidance:			
Others may include: family			

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

Needs may include:

- personal
- physical
- financial.

Title:		Enable individuals to negotiate environments	
Unit reference number:		M/616/4213	
Level:		3	
Credit value:		4	
Guided learning hours:		34	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the factors that may impact on an individual being able to negotiate their environments.	1.1	Analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments.
		1.2	Describe potential environmental barriers to individuals negotiating environments.
		1.3	Establish how environmental barriers to individuals negotiating environments can be addressed.
2.	Be able to prepare to support an individual to negotiate an environment.	2.1	Explain the scope of own role in supporting an individual to negotiate an environment.
		2.2	Establish the resources that are available to support an individual to negotiate an environment.
		2.3	Assess the risks associated with an individual negotiating familiar and unfamiliar environment.
		2.4	Work with others to develop a plan to support an individual to negotiate an environment.
3.	Be able to support the individual to negotiate an environment.	3.1	Agree with the individual activities which require negotiating an environment.
		3.2	Support an individual to negotiate an environment following agreed plan.
		3.3	Provide information to the individual when negotiating unfamiliar environment.
4.	Be able to evaluate and revise the support provided to an individual to negotiate an environment.	4.1	Observe and record an individual's ability to negotiate an environment.
		4.2	Evaluate the success of negotiating an environment with an individual and/or others.
		4.3	Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment.
		4.4	Agree a revised plan with the individual and/or others.
		4.5	Evaluate own contribution to supporting an individual to negotiate an environment.
Assessment requirements: Learning Outcomes 2, 3, and 4 must be assessed in a real work environment.			
Assessment guidance: None.			

Title:		Support individuals with specific communication needs	
Unit reference number:		A/616/4179	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand an individual's specific communication needs.	1.1	Explain the importance of meeting an individual's communication needs .
		1.2	Explain how and when to access information and support in relation to communication needs.
		1.3	Explain how own role and practice can impact on communication with an individual who has specific communication needs.
		1.4	Identify a range of communication methods and aids to support individuals to communicate.
		1.5	Analyse features of the environment that impact on communication.
		1.6	Explain reasons why an individual may use a form of communication that is not based on a formal language system.
		1.7	Describe the potential effects on an individual of having unmet communication needs.
2.	Understand how to support the use of communication technology and aids.	2.1	Identify specialist services relating to communication technology and aids.
		2.2	Describe types of support that an individual may need in order to use communication technology and aids.
		2.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly.
		2.4	Explain own responsibilities in upskilling in digital skills to support the use of communication technology and aids.
3.	Be able to contribute to identifying and addressing specific communication needs of individuals.	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.
4.	Be able to interact with individuals using their preferred communication method.	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.
5.	Be able to promote communication between individuals and others.	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.
6.	Be able to review an individual's communication needs and the support provided.	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.
Assessment requirements: Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.			
Assessment guidance:			

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

Title:		Support individuals to access and use services and facilities	
Unit reference number:		Y/616/4173	
Level:		3	
Credit value:		4	
Guided learning hours:		25	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand factors that influence individuals' access to services and facilities.	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's well-being.
		1.2	Identify barriers that individuals may encounter in accessing services and facilities.
		1.3	Describe ways of overcoming barriers to accessing services and facilities.
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.
2.	Be able to support individuals to select services and facilities.	2.1	Work with an individual to identify a range of services and facilities likely to meet their assessed needs.
		2.2	Agree with an individual their preferred options for accessing services and facilities.
		2.3	Work with an individual to select services or facilities that meet their assessed needs and preferences.
3.	Be able to support individuals to access and use services and facilities.	3.1	Identify with an individual the resources, support, and assistance required to access and use selected services and facilities.
		3.2	Carry out agreed responsibilities to enable the individual to access and use services and facilities.
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.
4.	Be able to support individuals to review their access to and use of services and facilities.	4.1	Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences.
		4.2	Support an individual to provide feedback on their experience of accessing and using services or facilities.
		4.3	Work with an individual to evaluate the support provided for accessing and using services or facilities.
		4.4	Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.
Assessment requirements: Learning outcomes 2, 3 and 4 must be assessed in a real work environment 1.3- Learners must cover digital skills within the description. Assessment guidance: None.			

Title:		Promote active support	
Unit reference number:		D/616/4210	
Level:		3	
Credit value:		5	
Guided learning hours:		36	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how active support translates values into person-centred practical action with an individual.	1.1	Compare the characteristics associated with active support and the hotel model in relation to an individual's support.
		1.2	Identify practical changes that could be made within a service setting to: • promote an individual's independence • support informed choices • improve quality of life.
2.	Be able to interact positively with individuals to promote participation.	2.1	Assess the levels of help an individual would need to participate in a range of new activities.
		2.2	Use task analysis to break a range of new activities into manageable steps for an individual.
		2.3	Evaluate different ways of positively reinforcing an individual's participation in a range of new activities.
		2.4	Demonstrate positive interaction with an individual to promote successful participation in a range of new activities.
3.	Be able to develop and implement person-centred daily plans to promote participation.	3.1	Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement.
		3.2	Support the implementation of daily plans that promote an individual's participation in a range of activities.
		3.3	Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation.
4.	Be able to use person-centred records to evaluate an individual's participation in activities.	4.1	Develop a person-centred record to monitor an individual's participation in activities.
		4.2	Review an individual's participation in activities to assess changes over time.
		4.3	Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle.
		4.4	Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice, and a valued life.
Assessment requirements: Learning Outcome 2, 3, and 4 must be assessed in real work environment.			
Assessment guidance: None.			

Title:		Support individuals with mobility	
Unit reference number:		R/650/2326	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to prepare for mobility activities.	1.1	Agree mobility activities with the individual and others, according to the individual's needs and abilities.
		1.2	Remove or minimise hazards in the environment before a mobility activity .
		1.3	Check the suitability of an individual's clothing and footwear for safety and mobility.
		1.4	Check the suitability of mobility equipment and appliances for the individual.
		1.5	Check the safety and cleanliness of mobility equipment and appliances.
2.	Be able to support individuals to keep mobile.	2.1	Promote the active participation of the individual during a mobility activity.
		2.2	Assist an individual to use mobility appliances correctly and safely.
		2.3	Monitor the individual during the mobility activity and report any adverse events to an appropriate person.
		2.4	Give feedback and encouragement to the individual during mobility activities.
3.	Be able to observe, record and report on activities to support mobility.	3.1	Record observations of mobility activity.
		3.2	Report on progress and/or problems relating to the mobility activity including: • choice of activities • equipment • appliances • the support provided
Assessment requirements: None.			
Assessment guidance:			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Mobility activities may include: • exercises • physiotherapy • occupational therapy • household activities • group activities.			

Title:		Support individuals who are distressed	
Unit reference number:		M/616/4244	
Level:		2	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand causes and effects of distress on individuals.	1.1	Identify causes of distress.
		1.2	Describe signs that may indicate an individual is distressed.
		1.3	Explain how distress may affect the way an individual communicates.
2.	Understand potential impacts on own well-being when supporting an individual who is distressed.	2.1	Explain how supporting an individual who is distressed may impact on own well-being.
		2.2	Identify sources of support to manage own feelings when supporting an individual who is distressed.
3.	Be able to prepare to support individuals who are experiencing distress.	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.
4.	Be able to support individuals who are experiencing distress.	4.1	Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual.
		4.2	Work in ways to alleviate immediate distress.
		4.3	Respond to the individual's reactions.
		4.4	Involve others when supporting an individual who is distressed.
5.	Be able to support individuals to manage distress.	5.1	Encourage the individual to express thoughts and feelings.
		5.2	Work with the individual and others to identify triggers for distress.
		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.
6.	Be able to record and report on an individual's distress.	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.
Assessment requirements: Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
Assessment guidance:			
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.			
Others may include:			
• team members			

- other colleagues
- those who use or commission their own health or social care services
- families
- carers
- advocates.

Title:		Support individuals during a period of change	
Unit reference number:		K/616/4081	
Level:		3	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand reasons for and responses to change.	1.1	Describe types of change that may occur in the course of an individual's life.
		1.2	Analyse factors that may make change a positive or a negative experience.
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively.
2.	Be able to support individuals to plan how to manage or adapt to change.	2.1	Work with individuals and others to identify recent or imminent changes affecting them.
		2.2	Support the individual to assess the implications and likely impacts of the change identified.
		2.3	Work with the individual and others to plan how to adapt to or manage the change.
		2.4	Explain the importance of both practical support and emotional support during a time of change.
		2.5	Identify and agree roles and responsibilities for supporting a change.
3.	Be able to support individuals to manage or adapt to change.	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation.
		3.2	Provide information and advice to support the individual to manage change.
		3.3	Support the individual to express preferences and anxieties when going through change.
		3.4	Adapt support methods to take account of preferences or anxieties.
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change.
4.	Be able to evaluate the support provided during a period of change.	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved.
		4.2	Work with the individual and others to identify positive and negative aspects of a change.
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process.
		4.4	Record and report on the effectiveness of support for the change process.
Assessment requirements: Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
Assessment guidance: None.			

Title:		Provide support for sleep	
Unit reference number:		L/616/4655	
Level:		2	
Credit value:		2	
Guided learning hours:		13	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of sleep.	1.1	Explain how sleep contributes to an individual's well-being.
		1.2	Identify reasons why an individual may find it hard to sleep.
		1.3	Describe the possible short-term and long-term effects on an individual who is unable to sleep well.
2.	Be able to establish conditions suitable for sleep.	2.1	Describe conditions likely to be suitable for sleep.
		2.2	Minimise aspects of the environment likely to make sleep difficult for an individual.
		2.3	Adjust own behaviour to contribute to a restful environment.
		2.4	Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.
3.	Be able to assist an individual to sleep.	3.1	Explain the importance of a holistic approach to assisting sleep.
		3.2	Encourage the individual to communicate the support they need to sleep.
		3.3	Assist the individual to find a position for sleep consistent with their plan of care.
		3.4	Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working .
4.	Be able to monitor sleep.	4.1	Establish with the individual and others how sleep will be monitored.
		4.2	Record agreed observations relating to the individual's sleep and the assistance given.
5.	Know how to access information and advice about difficulties with sleep.	5.1	Describe situations in which additional information or assistance about sleep would be needed.
		5.2	Explain how to access additional information and assistance.
Assessment requirements: Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
Assessment guidance:			
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.			

Title:		Support individuals to be part of a community	
Unit reference number:		Y/616/4223	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how communities can support social inclusion.	1.1	Analyse the concepts of: • social inclusion • social exclusion • community.
		1.2	Explain the benefits of social inclusion for: • individuals • communities.
		1.3	Explain the consequences of social exclusion for: • individuals • communities.
		1.4	Analyse how key legislation can promote social inclusion and reduce social exclusion in the community.
		1.5	Evaluate a range of ways to address barriers to social inclusion that exist in the community.
		1.6	Explain how different roles can support social inclusion.
2.	Be able to support the social inclusion of individuals in communities.	2.1	Establish links with a range of community resources.
		2.2	Use active participation to support social inclusion of individuals.
		2.3	Use a range of activities to support an individual to have a positive role and sense of identity in the community.
		2.4	Support an individual to develop a positive self-image and sense of identity in the community.
3.	Be able to evaluate the participation of individuals in communities.	3.1	Work with an individual to review their participation in a range of activities in the community.
		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.
Assessment requirements: None. Assessment guidance:			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

Title:		Support carers to meet the care needs of individuals	
Unit reference number:		Y/616/8451	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures, and protocols in relation to supporting individuals in the community.	1.1	Summarise current legislation, national guidelines, policies, procedures, and protocols in relation to supporting individuals in the community.
2.	Understand why individuals might require support.	2.1	Identify disorders that impact on individuals .
		2.2	Describe the effects disorders may have on individuals' lifestyles.
		2.3	Explain how increased dependence affects individuals, carers, and the provision of services.
3.	Understand how to ensure individuals receive the support they need from carers.	3.1	Explain reasons for linking support with need.
		3.2	Explain the importance of establishing partnerships with carers.
		3.3	Explain the importance of open communication with carers and how to encourage carers to ask questions.
		3.4	Describe reasons for assessing a carer's abilities in relation to supporting individuals.
		3.5	Describe the demands placed on a carer.
		3.6	Describe potential tensions between the demands placed on a carer and other commitments.
		3.7	Identify signs which indicate issues with service delivery.
4.	Be able to support carers to meet the care needs of individuals.	4.1	Inform the carer of the individual's needs and care plan.
		4.2	Agree the type of support needed by the carer for them to meet the individual's care needs.
		4.3	Arrange for the provision of resources necessary for the carer to support the individual.
		4.4	Provide the carer with information on how to contact the care team.
		4.5	Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team.
		4.6	Update records related to service delivery agreements in line with local policy and protocol.
Assessment requirements: None. Assessment guidance:			
Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

Title:		Support the spiritual wellbeing of individuals	
Unit reference number:		F/616/4233	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of spiritual wellbeing for individuals.	1.1	Outline different ways in which spiritual wellbeing can be defined.
		1.2	Define the difference between spirituality and religion.
		1.3	Describe different aspects of spiritual wellbeing.
		1.4	Explain how spiritual wellbeing is an individual experience.
		1.5	Explain how spiritual wellbeing defines an individual's identity.
		1.6	Outline the links between spirituality, faith, and religion.
		1.7	Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith, or religion.
2.	Be able to assess the spiritual needs of an individual and others.	2.1	Support the individual and others to identify their spiritual needs and how and by whom these can be addressed.
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience.
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.
3.	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing.	3.1	Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing.
		3.2	Identify how the values and beliefs of others may impact on the individual.
		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.
4.	Be able to support individuals' spiritual wellbeing.	4.1	Access resources and information to support the individual's spiritual wellbeing.
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing.
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing.
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing.
		4.5	Access any additional expertise required to meet the individual's spiritual needs.
		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.
Assessment requirements: None.			
Assessment guidance:			
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.

Title:		Support individuals to access housing and accommodation services	
Unit reference number:		R/616/8450	
Level:		3	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand support available to access housing and accommodation services.	1.1	Identify sources of funding and benefits that are available for housing and accommodation services.
		1.2	Analyse the range of housing and accommodation services available.
		1.3	Explain how and where to access specialist information and advice about housing and accommodation services.
2.	Be able to work with individuals to identify housing and accommodation services that meet their needs.	2.1	Work with an individual to identify their accommodation requirements.
		2.2	Work with the individual to understand the range of accommodation services that could meet their needs.
		2.3	Support the individual to understand requirements that may be made by housing and accommodation services.
3.	Be able to work with individuals to plan to access housing and accommodation services.	3.1	Work with the individual and others to agree a plan for accessing housing and accommodation services.
		3.2	Establish with an individual which housing and accommodation services will be approached.
4.	Be able to work with individuals to access housing and accommodation services.	4.1	Support the individual to prepare to attend meetings with housing and accommodation services.
		4.2	Work with the individual to provide accurate and complete information to express their requirements and preferences .
		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service.
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services.
5.	Be able to work with housing and accommodation services to meet the needs of individuals.	5.1	Provide housing and accommodation services with information about own role and responsibilities.
		5.2	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.
6.	Be able to contribute to the review of housing and accommodation services for individuals.	6.1	Work with the individual and others to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed
		6.2	Consult with others about any problems and proposed solutions.
		6.3	Record and report on the review in line with agreed ways of working.
Assessment requirements: None.			
Assessment guidance:			
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.

Title:		Understand the factors affecting older people	
Unit reference number:		M/616/4227	
Level:		3	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the impact of the ageing process on older people.	1.1	Describe changes that may come with ageing.
		1.2	Explain how the experience of the ageing process is unique to each individual.
		1.3	Analyse the potential impact of factors associated with ageing on older people to include • physical • emotional • social • cognitive • environmental • financial • economic.
		1.4	Describe how a positive approach to ageing can contribute to the health & wellbeing of an individual.
2.	Understand attitudes of society to older people.	2.1	Describe the contributions to society made by older people.
		2.2	Explain what is meant by age discrimination.
		2.3	Explain how societal attitudes and beliefs impact on older people.
		2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people.
3.	Understand the importance of using person centred approaches with older people.	3.1	Describe how the effects of ageing can affect the day-to-day life of older people.
		3.2	Describe ways of using a person-centred approach to support older people to maintain health and wellbeing in day-to-day life.
		3.3	Explain the importance of social inclusion for older people.
		3.4	Outline barriers to social inclusion for older people.
		3.5	Describe ways of using a person-centred approach to enable older people to make positive contributions to their community.
4.	Understand the importance of independence for older people.	4.1	Explain how independence can contribute to the wellbeing of older people.
		4.2	Describe how to support older people to maintain independence.
		4.3	Describe how older people can be in control of decision making about their care and support needs.
		4.4	Explain how to encourage older people to take positive risks.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Care for the elderly	
Unit reference number:		M/616/4079	
Level:		2	
Credit value:		2	
Guided learning hours:		10	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the ageing process.	1.1	Describe changes occurring with age, to include: • physical • psychological • emotional • social.
		1.2	Outline the needs of the elderly in relation to the ageing process.
2.	Be able to adapt communication techniques when caring for elderly patients.	2.1	Outline ways to minimise barriers to communication.
		2.2	Demonstrate communication techniques adapted for elderly patients.
3.	Understand how to care for elderly patients.	3.1	Describe conditions affecting the elderly, to include: • dementia • Parkinson's disease • stroke/TIA • arthritis • osteoporosis.
		3.2	Describe how to adapt care plans for elderly patients.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Prepare for and carry out extended feeding techniques	
Unit reference number:		L/616/4350	
Level:		3	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand anatomy and physiology in relation to extended feeding.	1.1	Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding.
		1.2	Explain the importance of fluid and nutritional balance to the health of individuals.
		1.3	Describe conditions where feeding may be undertaken by extended methods.
2.	Understand extended feeding techniques.	2.1	Explain techniques for extended feeding.
		2.2	Describe equipment and materials that may be used for extended feeding.
		2.3	Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences.
		2.4	Describe how to recognise and deal with adverse reactions which may occur - during procedures - following procedures.
3.	Understand legislation and agreed ways of working when using extended feeding techniques.	3.1	Explain legislation, protocols, and agreed ways of working that affect working practices related to extended feeding.
		3.2	Explain the importance of following procedures exactly as specified.
4.	Be able to manage risks relating to extended feeding.	4.1	Identify potential risks associated with extended feeding.
		4.2	Describe the potential sources and consequences of contamination.
		4.3	Explain why it is important to - maintain the correct level of cleanliness - pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area.
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.
		4.5	Dispose of, in accordance with legislation and agreed ways of working: - Used equipment, materials, and feeds - Body fluids including those aspirated prior to feeding.
5.	Be able to prepare for extended feeding.	5.1	Ensure that adequate and relevant fluids, feeds, and equipment are available.
		5.2	Confirm the identity of the individual prior to carrying out the activity.
		5.3	Obtain valid consent from the individual prior to carrying out the planned activity.
		5.4	Confirm equipment and materials are: - appropriate to the procedure - fit for purpose.
		5.5	Position the individual to ensure safety and comfort and facilitate the method of extended feeding.

6.	Be able to carry out and complete extended feeding techniques.	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual.
		6.2	Carry out extended feeding safely and according to the individual's plan of care.
		6.3	Observe the individual throughout the activity and respond to any adverse reactions.
		6.4	Ensure the comfort of the individual following extended feeding.
7.	Be able to maintain records and report on extended feeding.	7.1	Complete required records.
		7.2	Identify others who may be involved in reviewing the nutritional and fluid intake of an individual.
		7.3	Report any findings about the process and the individual which may have an impact on the care plan.
Assessment requirements: Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.			
Assessment guidance: None.			

Title:		Cleaning, decontamination and waste management	
Unit reference number:		D/616/4059	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to maintain a clean environment.	1.1	State the general principles for environmental cleaning.
		1.2	Explain the purpose of cleaning schedules.
		1.3	Describe how the correct management of the environment minimises the spread of infection.
		1.4	Explain the reason for the national policy for colour coding of cleaning equipment.
2.	Understand the principles and steps of the decontamination process.	2.1	Describe the three steps of the decontamination process.
		2.2	Describe how and when cleaning agents are used.
		2.3	Describe how and when disinfecting agents are used.
		2.4	Explain the role of personal protective equipment (PPE) during the decontamination process.
		2.5	Explain the concept of risk in dealing with specific types of contamination.
		2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate.
		2.7	Describe how equipment should be cleaned and stored.
3.	Understand the importance of good waste management practice.	3.1	Identify the different categories of waste and the associated risks.
		3.2	Explain how to dispose of the different types of waste safely and without risk to others.
		3.3	Explain how waste should be stored prior to collection.
		3.4	Identify the legal responsibilities in relation to waste management.
		3.5	State how to reduce the risk of sharps injury.
Assessment requirements: None.			
Assessment guidance: None.			

Title:		Prepare environments and resources for use during healthcare activities	
Unit reference number:		K/616/4193	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to prepare and manage environments and resources for use during healthcare activities.	1.1	Explain how the environment is prepared, maintained, and cleaned to ensure it is ready for the healthcare activity.
		1.2	Describe the roles and responsibilities of team members in the preparation and management of the environment and resources.
		1.3	Explain how to investigate, make the necessary adjustments to, and report problems with the environment.
		1.4	Describe the impact of environmental changes on resources including their storage and use.
2.	Be able to prepare environments, medical equipment, devices, and resources for use during healthcare activities.	2.1	Apply health and safety measures relevant to the healthcare activity and environment.
		2.2	Apply standard precautions for infection prevention and control.
		2.3	Ensure conditions within the immediate environment are set at levels which maintain individual comfort.
		2.4	Ensure that all essential resources are available in advance of planned healthcare activities.
		2.5	Ensure all medical equipment, devices and resources are in a suitable, safe condition for the activity to be carried out.
		2.6	Report any problems with medical equipment, devices, and resources as required.
		2.7	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.
3.	Be able to ensure that environments and resources are ready for their next intended use.	3.1	Describe the importance of ensuring that environments are ready for their next use.
		3.2	Outline the factors that influence the readiness of environments for use in health care activities.
		3.3	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.
Assessment requirements: Learning outcomes 2 and 3 must be assessed in a real work environment. Assessment guidance: None.			

Title:		Management of pain and discomfort	
Unit reference number:		D/616/8631	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the experience and impact of pain and discomfort on an individual.	1.1	Describe the features of different types of pain and discomfort.
		1.2	Explain factors that affect pain and discomfort.
		1.3	Explain pain and anxiety are linked.
		1.4	Explain the importance of recognising different perceptions of pain.
		1.5	Describe how pain and discomfort affect an individual's physical and emotional wellbeing.
2.	Understand how pain and discomfort are assessed and monitored.	2.1	Describe ways in which individuals may express that they are in pain or discomfort.
		2.2	Describe with examples how an individual's behaviour may indicate that they are in pain or discomfort.
		2.3	Explain methods used to monitor pain or discomfort: • observation. • self-monitoring. • pain measurement or scoring tools.
		2.4	Describe the purpose of pain and discomfort measurement.
3.	Understand approaches to the management of pain and minimising of discomfort.	3.1	Summarise approaches and theories relating to pain management.
		3.2	Describe interventions that can be used to alleviate pain and minimise discomfort.
		3.3	Describe how an individual's preferred approach to symptom management might be influenced by their culture and beliefs.
		3.4	Explain the practitioner's role in supporting individuals who are experiencing pain and discomfort.
		3.5	Describe the possible side effects of medication for pain relief.
		3.6	Describe the roles and responsibilities of others involved with management of pain.
4.	Understand legislation and guidance relevant to management of pain and the minimising of discomfort.	4.1	Outline how legislation and guidance applies to the management of pain and minimising of discomfort.
		4.2	Outline protocols and agreed ways of working for the management of pain and the minimising of discomfort.
		4.3	Identify sources of support, information and guidance relevant to the management of pain and the minimising of discomfort.
5.	Be able to support individuals managing pain and discomfort.	5.1	Support individuals to communicate their pain and discomfort.
		5.2	Use assessment tools to assess levels of pain.
		5.3	Support individuals and their carers to act to alleviate pain and discomfort.
		5.4	Carry out agreed measures to manage an individual's pain and discomfort.
6.	Be able to report on the management of individuals' pain or discomfort.	6.1	Monitor the effectiveness and side effects of interventions used for the relief of pain and discomfort.
		6.2	Complete records of interventions used for the relief of pain and discomfort in line with agreed ways of working.

		6.3	Report findings and concerns relating to the management of individuals' pain or discomfort.
Additional unit information Assessment requirements: None. Assessment guidance: None.			