Unit Content

NCFE Level 3 Certificate in Stroke Care Management
(600/4763/X)

March 2016
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### Contact us

- Call 0191 239 8000
- Email: service@ncfe.org.uk
- Visit: ncfe.org.uk
Unit content

This document provides details of the structure and content of this qualification.

There’s detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)

The regulators’ accredited unit number is indicated in brackets for each unit (e.g. M/100/7116). However, to make cross-referencing assessment and moderation easier, we’ve used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification contact our Research and Product Development team on 0191 239 8000.
Unit 01 Stroke awareness (F/503/7150)

Guided learning hours 17
Credit value 28
Level 2
Mandatory/optional Mandatory

The learner will:

1  Know what a stroke is

The learner can:

1.1 Identify the changes in the brain associated with stroke
1.2 Outline other conditions that may be mistaken for stroke
1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA)

The learner will:

2  Know how to recognise stroke

The learner can:

2.1 List the signs and symptoms of stroke
2.2 Identify the key stages of 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 stroke

The learner will:

3  Understand the management of risk factors for stroke

The learner can:

3.1 State the prevalence of stroke in the UK
3.2 Identify the common risk factors for stroke
3.3 Describe how risk factors may vary in different settings
3.4 Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
Unit 01 Stroke awareness (F/503/7150) (cont’d)

The learner will:

4 Understand the importance of emergency response and treatment for stroke

The learner can:

4.1 Describe why stroke is a medical emergency
4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
4.3 Identify the impact on the individual of the key stages of stroke
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

The learner will:

5 Understand the management of stroke

The learner can:

5.1 Describe why effective stroke care is important to the management of stroke
5.2 Identify support available to individuals and others affected by stroke
5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Unit 02 Understand stroke care management (J/503/7165)

Guided learning hours 36
Credit value 4
Level 3
Mandatory/optional Mandatory

The learner will:

1. Understand how to support individuals to manage stroke according to legislation, policy and guidance

The learner can:

1.1 Summarise current legislation, policy and guidance related to supporting individuals with stroke
1.2 Explain what current best practice is in the initial stages of stroke care management
1.3 Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
1.4 Describe the potential implications of mental capacity for an individual following a stroke

The learner will:

2. Understand specific communication factors affecting individuals following a stroke

The learner can:

2.1 Evaluate the effects of stroke on the brain in relation to the ability to communicate
2.2 Describe a range of common communication methods and aids to support individuals affected by a stroke
2.3 Analyse methods of facilitating communication using supported conversation techniques
2.4 Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
2.5 Describe the effects on the individual of experiencing communication difficulties
2.6 Identify additional agencies and resources to support with communication needs

The learner will:

3. Understand changing physical needs of individuals affected by stroke

The learner can:

3.1 Describe the changes in the brain of an individual affected by a stroke
3.2 Describe the physical effects of stroke on an individual
3.3 Explain the impact a stroke may have on swallowing and nutrition
3.4 Describe the possible effects of stroke on sensory ability
3.5 Analyse the fluctuating nature of effects of stroke on an individual
Unit 02 Understand stroke care management (J/503/7165) (cont’d)

The learner will:

4 Understand the impact of the effects of stroke on daily living

The learner can:

4.1 Explain the use of daily activities to promote recovery and independence
4.2 Explain the importance of repetition to promote recovery
4.3 Identify the effects of fatigue in stroke rehabilitation
4.4 Describe the implication of stroke on lifestyle

The learner will:

5 Understand the associated complications for an individual with stroke

The learner can:

5.1 Explain the psychological and emotional effects on the individual with stroke
5.2 Describe the cognitive needs of the individual with stroke
5.3 Describe the health needs that may be associated with stroke

The learner will:

6 Understand the importance of adopting a person centred approach in stroke care management

The learner can:

6.1 Explain how person centred values must influence all aspects of stroke care management
6.2 Explain the importance of working in partnership with others to support care management
6.3 Describe the importance of working in ways that promote active participation in stroke care management

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Unit 03 Support individuals to manage dysphagia (L/602/4007)

Guided learning hours 35  
Credit value 5  
Level 3  
Mandatory/optional Mandatory

The learner will:

1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines

The learner can:

1.1 Summarise current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with dysphagia
1.2 Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing
1.3 Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills

The learner will:

2. Understand how dysphagia affects individuals

The learner can:

2.1 Describe the main clinical causes of dysphagia
2.2 Outline how to recognise the main types of dysphagia
2.3 Identify major risks and secondary difficulties associated with dysphagia
2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow
2.5 Explain how an individual's ability to swallow is affected by:
   • sensory impairment
   • loss of bodily function
   • loss of cognition
2.6 Explain how to provide a suitable environment for affected individuals

The learner will:

3. Know the importance of nutritional intake for individuals with dysphagia

The learner can:

3.1 Describe the impact of oral intake on nutrition for an individual with dysphagia
3.2 Describe safe practices with regard to preparing oral intake
3.3 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
Unit 03 Support individuals to manage dysphagia (L/602/4007) (cont’d)

The learner will:

4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes

The learner can:

4.1 Confirm the individual’s identity and gain valid consent prior to carrying out the therapy programme
4.2 Explain the skill development activities to the individual/carer
4.3 Support the individual’s active participation with skill development activities as specified in the individual’s care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
4.4 Provide oral intake in the consistency and appearance outlined in the individual’s care programme
4.5 Provide the individual with sufficient time to practice newly developed skills
4.6 Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self management

The learner will:

5 Be able to provide information to colleagues regarding individuals’ treatment

The learner can:

5.1 Update records regarding the support provided, in line with local policy and protocol
5.2 Provide feedback to the individual’s therapist and care team to aid future care planning

Assessment guidance

This unit must be assessed in line with Skills for Health QCF Assessment Principles..
Unit 04 Support individuals with specific communication needs (T/601/8282)

Guided learning hours 35
Credit value 5
Level 3
Mandatory/optional Mandatory

The learner will:

1 Understand specific communication needs and factors affecting them

The learner can:

1.1 Explain the importance of meeting an individual’s communication needs
1.2 Explain how own role and practice can impact on communication with an individual who has specific communication needs
1.3 Analyse features of the environment that may help or hinder communication
1.4 Analyse reasons why an individual may use a form of communication that is not based on a formal language system
1.5 Identify a range of communication methods and aids to support individuals to communicate
1.6 Describe the potential effects on an individual of having unmet communication needs

The learner will:

2 Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them

The learner can:

2.1 Work in partnership with the individual and others to identify the individual’s specific communication needs
2.2 Contribute to identifying the communication methods or aids that will best suit the individual
2.3 Explain how and when to access information and support about identifying and addressing specific communication needs

The learner will:

3 Be able to interact with individuals using their preferred communication

The learner can:

3.1 Prepare the environment to facilitate communication
3.2 Use agreed methods of communication to interact with the individual
3.3 Monitor the individual’s responses during and after the interaction to check the effectiveness of communication
3.4 Adapt own practice to improve communication with the individual
Unit 04 Support individuals with specific communication needs (T/601/8282) (cont’d)

The learner will:

4   Be able to promote communication between individuals and others

The learner can:

4.1 Support the individual to develop communication methods that will help them to understand others and be understood by them
4.2 Provide opportunities for the individual to communicate with others
4.3 Support others to understand and interpret the individual’s communication
4.4 Support others to be understood by the individual by use of agreed communication methods

The learner will:

5   Know how to support the use of communication technology and aids

The learner can:

5.1 Identify specialist services relating to communication technology and aids
5.2 Describe types of support that an individual may need in order to use communication technology and aids
5.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

The learner will:

6   Be able to review an individual’s communication needs and the support provided to address them

The learner can:

6.1 Collate information about an individual’s communication and the support provided
6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided
6.3 Work with others to identify ways to support the continued development of communication

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.
Unit 05 Assist others to monitor individuals’ progress in managing dysphagia (R/602/4008)

Guided learning hours 38
Credit value 5
Level 3
Mandatory/optional Optional

The learner will:

1  Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia

The learner can:

1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia

The learner will:

2  Understand how to assist others in monitoring the progress of individuals with dysphagia

The learner can:

2.1 Explain the importance of regularly monitoring an individual’s progress in managing dysphagia
2.2 Explain how to assist others to monitor an individual’s progress
2.3 Explain the importance of monitoring an individual’s progress in a constructive and encouraging manner
2.4 Outline how to create an environment where open and confidential discussions with the individual can take place
2.5 Explain the importance of the environmental conditions required by the individual
2.6 Explain the importance of the support required by the individual

The learner will:

3  Know the action to take as a result of the monitoring undertaken

The learner can:

3.1 Outline the action to take if adverse issues and risks emerge
3.2 Outline how and when information should be fed back and to whom
3.3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes
Unit 05 Assist others to monitor individuals’ progress in managing dysphagia (R/602/4008) (cont’d)

The learner will:
4 Be able to assist others in monitoring individual’s progress in managing dysphagia

The learner can:
4.1 Confirm the individual’s identity and gain valid consent prior to carrying out the monitoring activity
4.2 Work with the individual and others to identify areas of progress and difficulty
4.3 Assist others in recording information
4.4 Assist others in setting goals with the individual
4.5 Reinforce positive feedback and advice provided by others, regarding the individual’s approach to managing their dysphagia
4.6 Assist others to support the individual’s active participation in managing their dysphagia
4.7 Assist others to support the individual to increase their understanding of dysphagia

The learner will:
5 Be able to report and record an individuals progress in managing their dysphagia

The learner can:
5.1 Provide regular feedback on the individual’s progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention
5.2 Update records in line with local policy and protocol

Assessment guidance

This unit must be assessed in line with Skills for Health QCF Assessment Principles.
Unit 06 Introductory awareness of sensory loss (F/601/3442)

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The learner will:

1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

The learner can:

1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss
1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs
1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs

The learner will:

2. Understand the importance of effective communication for individuals with sensory loss

The learner can:

2.1 Outline what needs to be considered when communicating with individuals with:
   - sight loss
   - hearing loss
   - deafblindness
2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
2.3 Explain how information can be made accessible to individuals with sensory loss

The learner will:

3. Know the main causes and conditions of sensory loss

The learner can:

3.1 Outline the main causes of sensory loss
3.2 Explain the difference between congenital and acquired sensory loss
3.3 State what percentage of the general population is likely to have sensory loss
Unit 06 Introductory awareness of sensory loss (F/601/3442) (cont’d)

The learner will:

4 Know how to recognise when an individual may be experiencing sight and/or hearing loss

The learner can:

4.1 Outline the indicators and signs of:
   • sight loss
   • deafblindness
   • hearing loss

4.2 Explain where additional advice and support can be sourced in relation to sensory loss

The learner will:

5 Know how to report concerns about sensory loss

The learner can:

5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported

Assessment guidance

This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit 07 Support individuals during a period of change (M/601/7907)

Guided learning hours 29
Credit value 4
Level 3
Mandatory/optional Optional

The learner will:

1. Understand reasons for and responses to change

The learner can:

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

The learner will:

2. Be able to support individuals to plan how to manage or adapt to change

The learner can:

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

The learner will:

3. Be able to support individuals to manage or adapt to change

The learner can:

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
Unit 07 Support individuals during a period of change (M/601/7907) (cont’d)

The learner will:

4 Be able to evaluate the support provided during a period of change

The learner can:

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 guidance

This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit 08 Understand sensory loss (M/601/3467)

Guided learning hours 21
Credit value 3
Level 3
Mandatory/optional Optional

The learner will:

1 Understand the factors that impact on an individual with sensory loss

The learner can:

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

The learner will:

2 Understand the importance of effective communication for individuals with sensory loss

The learner can:

2.1 Explain the methods of communication used by individuals with:
   - sight loss
   - hearing loss
   - deafblindness
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

The learner will:

3 Understand the main causes and conditions of sensory loss

The learner can:

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
Unit 08 Understand sensory loss (M/601/3467) (cont’d)

The learner will:

4 Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken

The learner can:

4.1 Identify the indicators and signs of:
   - sight loss
   - hearing loss
   - deafblindness

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

Assessment guidance

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
### Unit 09 Support individuals at the end of life (T/601/9495)

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The learner will:

1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

The learner can:

1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
1.2 Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role

The learner will:

2. Understand factors affecting end of life care

The learner can:

2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
2.3 Explain why key people may have a distinctive role in an individual’s end of life care
2.4 Explain why support for an individual’s health and well-being may not always relate to their terminal condition

The learner will:

3. Understand advance care planning in relation to end of life care

The learner can:

3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
3.2 Explain the purpose of advance care planning in relation to end of life care
3.3 Describe own role in supporting and recording decisions about advance care planning
3.4 Outline ethical and legal issues that may arise in relation to advance care planning
Unit 09 Support individuals at the end of life (T/601/9495) (cont’d)

The learner will:

4 Be able to provide support to individuals and key people during end of life care

The learner can:

4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
4.4 Provide information to the individual and/or key people about the individual’s illness and the support available
4.5 Give examples of how an individual’s well-being can be enhanced by:
   - environmental factors
   - non-medical interventions
   - use of equipment and aids
   - alternative therapies
4.6 Contribute to partnership working with key people to support the individual’s well-being

The learner will:

5 Understand how to address sensitive issues in relation to end of life care

The learner can:

5.1 Explain the importance of recording significant conversations during end of life care
5.2 Explain factors that influence who should give significant news to an individual or key people
5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
5.4 Analyse ways to address such conflicts

The learner will:

6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

The learner can:

6.1 Describe the role of support organisations and specialist services that may contribute to end of life care
6.2 Analyse the role and value of an advocate in relation to end of life care
6.3 Explain how to establish when an advocate may be beneficial
6.4 Explain why support for spiritual needs may be especially important at the end of life
6.5 Describe a range of sources of support to address spiritual needs
Unit 09 Support individuals at the end of life (T/601/9495) (cont’d)

The learner will:

7    Be able to access support for the individual or key people from the wider team

The learner can:

7.1 Identify when support would best be offered by other members of the team
7.2 Liaise with other members of the team to provide identified support for the individual or key people

The learner will:

8    Be able to support individuals through the process of dying

The learner can:

8.1 Carry out own role in an individual’s care
8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
8.3 Adapt support to reflect the individual’s changing needs or responses
8.4 Assess when an individual and key people need to be alone

The learner will:

9    Be able to take action following the death of individuals

The learner can:

9.1 Explain why it is important to know about an individual’s wishes for their after-death care
9.2 Carry out actions immediately following a death that respect the individual’s wishes and follow agreed ways of working
9.3 Describe ways to support key people immediately following an individual’s death

The learner will:

10   Be able to manage own feelings in relation to the dying or death of individuals

The learner can:

10.1 Identify ways to manage own feelings in relation to an individual’s dying or death
10.2 Utilise support systems to deal with own feelings in relation to an individual’s dying or death
Unit 09 Support individuals at the end of life (T/601/9495) (cont’d)

Assessment guidance

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

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.
Unit 10 Provide support to manage pain and discomfort (K/601/9025)

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The learner will:

1. Understand approaches to managing pain and discomfort

The learner can:

1.1 Explain the importance of a holistic approach to managing pain and discomfort
1.2 Describe different approaches to alleviate pain and minimise discomfort
1.3 Outline agreed ways of working that relate to managing pain and discomfort

The learner will:

2. Be able to assist in minimising individuals’ pain or discomfort

The learner can:

2.1 Describe how pain and discomfort may affect an individual’s wellbeing and communication
2.2 Encourage an individual to express feelings of discomfort or pain
2.3 Encourage an individual to use self-help methods of pain control
2.4 Assist an individual to be positioned safely and comfortably
2.5 Carry out agreed measures to alleviate pain and discomfort

The learner will:

3. Be able to monitor, record and report on the management of individuals’ pain or discomfort

The learner can:

3.1 Carry out required monitoring activities relating to management of an individual’s pain or discomfort
3.2 Complete records in required ways
3.3 Report findings and concerns as required
Unit 10 Provide support to manage pain and discomfort (K/601/9025) (cont’d)

Assessment guidance

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

Learning outcomes 2 and 3 must be assessed in a real work situation.
An individual is someone requiring care or support.

Agreed ways of working will include policies and procedures where these exist.
Unit 11 Support individuals who are bereaved (A/601/7909)

Guided learning hours 30
Credit value 4
Level 3
Mandatory/optional Optional

The learner will:

1 Understand the effects of bereavement on individuals

The learner can:

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

The learner will:

2 Understand principles for supporting individuals who are bereaved

The learner can:

2.1 Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
2.2 Explain the importance of acting in accordance with an individual’s culture and beliefs when providing support for bereavement
2.3 Explain the importance of empathy in supporting a bereaved individual

The learner will:

3 Be able to support individuals to express their response to loss

The learner can:

3.1 Create an environment where the individual has privacy to express their emotions
3.2 Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress

The learner will:

4 Be able to support individuals who are bereaved

The learner can:

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
Unit 11 Support individuals who are bereaved (A/601/7909) (cont’d)

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

The learner will:

5 Understand the role of specialist agencies in supporting individuals who are bereaved

The learner can:

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 about making a referral to a specialist agency

The learner will:

6 Be able to manage own feelings when providing support for individuals who are bereaved

The learner can:

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 guidance

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

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual’s privacy.
Unit 12 Support families of individuals with Acquired Brain Injury (T/601/5804)

Guided learning hours | 24
Credit value          | 3
Level                 | 2
Mandatory/optional    | Optional

The learner will:

1. Understand the importance of working in a family centred way

The learner can:

1.1 Identify the family’s needs and wishes
1.2 Explain the importance of the family’s needs being fully taken into consideration

The learner will:

2. Understand the long term effects of Acquired Brain Injury on the family

The learner can:

2.1 Describe changes that may occur for family and friends as a result of caring for an individual with Acquired Brain Injury
2.2 Identify the long term consequences on a family caring for an individual who is
   - minimally responsive
   - severe
   - mild to moderate
   as a result of Acquired Brain Injury
2.3 Describe the potential impact on families from:
   - Personality changes in the individual
   - Lack of self awareness
   - The individual’s increased dependence

The learner will:

3. Be able to apply legislation that is relevant to carers of individuals with Acquired Brain Injury

The learner can:

3.1 Identify the legislation and policy specific to carers
3.2 Apply to own practice the key principles in legislation regarding carers
Unit 12 Support families of individuals with Acquired Brain Injury (T/601/5804) (cont’d)

The learner will:

4 Be able to support families and friends who hold the primary caring role

The learner can:

4.1 Communicate with the family to identify what supports they may need
4.2 Demonstrate listening and communication skills when supporting primary carer(s)
4.3 Contribute to the assessment of the primary carer’s needs
4.4 Identify any additional support needs with the primary carer(s)
4.5 Record and report additional needs of primary carers

The learner will:

5 Know the support available from other professionals and agencies

The learner can:

5.1 Identify professionals and agencies who will provide support to families of an individual with brain injury
5.2 Explain when referrals would be made to other professionals or agencies

Assessment guidance

Units need to be assessed in line with the Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit 13 Understand the impact of Acquired Brain Injury on individuals (J/601/5824)

Guided learning hours 25
Credit value 3
Level 2
Mandatory(optional) Optional

The learner will:
1 Understand Acquired Brain Injury

The learner can:
1.1 Describe what Acquired Brain Injury is
1.2 Identify possible causes of Acquired Brain Injury

The learner will:
2 Understand the impact of an Acquired Brain Injury on the individual

The learner can:
2.1 List initial effects of Acquired Brain Injury on the individual
2.2 Identify the long term effects of Acquired Brain Injury to include
   • physical
   • functional
   • cognitive
   • behavioural

The learner will:
3 Understand the specialist communication needs of an individual with Acquired Brain Injury

The learner can:
3.1 Explain what is meant by the term dysphasia
3.2 Explain what is meant by the term dysarthria
3.3 Describe the communication challenges presented to the individual and self by
   • dysphasia
   • dysarthria
3.4 Identify skills required to support an individual with specialist communication needs
Unit 13 Understand the impact of Acquired Brain Injury on individuals (J/601/5824) (cont’d)

The learner will:

4 Understand the impact that personality changes can have on an individual and those providing support

The learner can:

4.1 Outline changes in personality that an individual may experience as a result of Acquired Brain Injury
4.2 Describe how lack of self awareness may affect the individual
4.3 Explain the impact of these changes on those providing support

The learner will:

5 Understand the impact of challenging behaviour

The learner can:

5.1 Describe behaviours which may be considered challenging
5.2 State what to do to avoid confrontation with someone who is emotionally agitated
5.3 Describe how challenging behaviour impacts on own feelings and attitudes
5.4 Identify what support is available to respond to challenging behaviour
5.5 Describe how to report challenging behaviour

Assessment guidance

Units need to be assessed in line with the Skills for Care and Development’s QCF Assessment Principles.
Unit 14 Support individuals to eat and drink (M/601/8054)

**Guided learning hours** 15  
**Credit value** 2  
**Level** 2  
**Mandatory/optional** Optional

The learner will:

1.  Be able to support individuals to make choices about food and drink

The learner can:

1.1  Establish with an individual the food and drink they wish to consume  
1.2  Encourage the individual to select suitable options for food and drink  
1.3  Describe ways to resolve any difficulties or dilemmas about the choice of food and drink  
1.4  Describe how and when to seek additional guidance about an individual’s choice of food and drink

The learner will:

2.  Be able to prepare to provide support for eating and drinking

The learner can:

2.1  Identify the level and type of support an individual requires when eating and drinking  
2.2  Demonstrate effective hand-washing and use of protective clothing when handling food and drink  
2.3  Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences  
2.4  Provide suitable utensils to assist the individual to eat and drink

The learner will:

3.  Be able to provide support for eating and drinking

The learner can:

3.1  Describe factors that help promote an individual’s dignity, comfort and enjoyment while eating and drinking  
3.2  Support the individual to consume manageable amounts of food and drink at their own pace  
3.3  Provide encouragement to the individual to eat and drink  
3.4  Support the individual to clean themselves if food or drink is spilt  
3.5  Adapt support in response to an individual’s feedback or observed reactions while eating and drinking
Unit 14 Support individuals to eat and drink (M/601/8054) (cont’d)

The learner will:

4   Be able to clear away after food and drink

The learner can:

4.1 Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away
4.2 Confirm that the individual has finished eating and drinking
4.3 Clear away used crockery and utensils in a way that promotes active participation.
4.4 Support the individual to make themselves clean and tidy after eating or drinking

The learner will:

5   Be able to monitor eating and drinking and the support provided

The learner can:

5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
5.2 Carry out and record agreed monitoring processes
5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles.
Unit 15 Promote nutrition and hydration in health and social care settings (T/503/2575)

Guided learning hours 32
Credit value 4
Level 3
Mandatory/optional Optional

The learner will:
1. Understand what makes up a balanced diet

The learner can:
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

The learner can:
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

The learner can:
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

The learner will:
4. Be able to promote hydration in health and social care settings

The learner can:
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
Unit 15 Promote nutrition and hydration in health and social care settings (T/503/2575) (cont’d)

The learner will:

5  Understand how to prevent malnutrition in health and social care settings

The learner can:

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
5.5 Describe the appropriate use of nutritional supplements

6  Be able to carry out nutritional screening in health and social care settings

The learner can:

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

The learner will:

7  Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings

The learner can:

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

The learner will:

8  Understand factors that affect special dietary requirements in health and social care settings

The learner can:

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
Unit 15 Promote nutrition and hydration in health and social care settings (T/503/2575) (cont’d)

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles.
Unit 16 Enable individuals with behavioural difficulties to develop strategies to change their behaviour (L/601/9034) (cont’d)

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The learner will:

1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour

The learner can:

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

The learner will:

2. Understand the factors that influence behaviour

The learner can:

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

The learner will:

3. Be able to work with individuals to recognise the impact of their behaviour on other

The learner can:

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
Unit 16 Enable individuals with behavioural difficulties to develop strategies to change their behaviour (L/601/9034) (con’d)

The learner will:

4   Be able to enable people to develop strategies for changing behavioural response

The learner can:

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

The learner will:

5   Be able to evaluate and review strategies for changing behavioural response

The learner can:

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 guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment
Unit 17 Promote positive behaviour (F/601/3764)

Guided learning hours 44
Credit value 6
Level 3
Mandatory/optional Optional

The learner will:

1  Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

The learner can:

1.1  Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
1.2  Define what is meant by restrictive interventions
1.3  Explain when restrictive interventions may and may not be used
1.4  Explain who needs to be informed of any incidents where restrictive interventions have been used
1.5  Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
1.6  Describe safeguards that must be in place if restrictive physical interventions are used

The learner will:

2  Understand the context and use of proactive and reactive strategies

The learner can:

2.1  Explain the difference between proactive and reactive strategies
2.2  Identify the proactive and reactive strategies that are used within own work role
2.3  Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
2.4  Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
2.5  Explain the importance of reinforcing positive behaviour with individuals
2.6  Evaluate the impact on an individual's well being of using reactive rather than proactive strategies
3.4  Demonstrate how to model to others best practice in promoting positive behaviour
Unit 17 Promote positive behaviour (F/601/3764) (cont’d)

The learner will:

3 Be able to promote positive behaviour

The learner can:

3.1 Explain how a range of factors may be associated with challenging behaviours
3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
3.3 Highlight, praise and support positive aspects of an individual’s behaviour in order to reinforce positive behavior

The learner will:

4 Be able to respond appropriately to incidents of challenging behaviour

The learner can:

4.1 Identify types of challenging behaviours
4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour

The learner will:

5 Be able to support individuals and others following an incident of challenging behaviour

The learner can:

5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
5.2 Describe how an individual can be supported to reflect on an incident including:
   • how they were feeling at the time prior to and directly before the incident
   • their behaviour
   • the consequence of their behaviour
   • how they were feeling after the incident
5.3 Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
Unit 17 Promote positive behaviour (F/601/3764) (cont’d)

The learner will:

6 Be able to review and revise approaches to promoting positive behaviour

The learner can:

6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour

6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities

6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment
**Unit 18 Implement the positive behavioural support model (T/601/9738)**

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<th>Guided learning hours</th>
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<td>Credit value</td>
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<td>Level</td>
<td>4</td>
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The learner will:

1. Understand the context of the Positive Behavioural Support model

The learner can:

1.1 Explain how positive behavioural support has been influenced by:
   - applied behaviour analysis (ABA)
   - social role valorisation (SRV)

1.2 Summarise current legislation and policy guidance relating to positive behavioural support

The learner will:

2. Understand the term ‘challenging behaviour’

The learner can:

2.1 Define the term ‘challenging behaviour’
2.2 Explain the reasons for the term challenging behaviour coming into use
2.3 Analyse key factors that lead to a behaviour being defined as challenging

The learner will:

3. Understand the context in which challenging behaviour occurs

The learner can:

3.1 Summarise key environmental risk factors for challenging behaviours
3.2 Explain how slow and fast triggers contribute to challenging behaviour
3.3 Analyse the role of reinforcement in maintaining behaviour
3.4 Explain the time intensity model
Unit 18 Implement the positive behavioural support model (T/601/9738)

The learner will:

4  Be able to contribute to the functional analysis in relation to an individual’s challenging behaviour

The learner can:

4.1  Describe the key components of functional analysis
4.2  Explain the key methods of analysing behaviour
4.3  Complete accurate records of behaviour using a structured method
4.4  Identify environmental risk factors for an individual’s challenging behaviour
4.5  Identify possible slow and fast triggers for an individual’s challenging behaviour
4.6  Identify factors that may contribute to reinforcement of an individual’s challenging behaviour
4.7  Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals

The learner will:

5  Understand the key characteristics of positive behavioural support

The learner can:

5.1  Describe the key characteristics of positive behavioural support
5.2  Explain the role within positive behavioural support of:
  •  primary prevention strategies
  •  secondary prevention strategies
  •  non aversive reactive strategies
5.3  Explain the importance of social validity in the positive behavioural support model

The learner will:

6  Be able to implement primary prevention strategies

The learner can:

6.1  Summarise the key primary prevention strategies
6.2  Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual’s dignity, rights and choice
6.3  Explain the importance of effective communication and positive interaction in primary prevention for individuals
6.4  Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
6.5  Use effective communication with an individual to promote positive behaviour
6.6  Evaluate the social validity of an agreed primary prevention strategy for an individual
Unit 18 Implement the positive behavioural support model (T/601/9738) (cont’d)

The learner will:

7  Be able to use a person centred approach to develop plans that promote participation

The learner can:

7.1 Explain how active support can help prevent challenging behaviour by improving an individual’s quality of life
7.2 Analyse the role of structure and daily planning in primary prevention for individuals
7.3 Review an individual’s daily activities to identify areas for increasing participation and choice
7.4 Review an individual’s routine to identify opportunities for increasing participation and choice
7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities

The learner will:

8  Be able to implement secondary prevention strategies

The learner can:

8.1 Summarise key secondary prevention strategies
8.2 Explain when secondary prevention strategies should be used with individuals
8.3 Identify early warning signs of behavioural agitation in an individual
8.4 Identify possible secondary prevention strategies that may be used with an individual
8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual’s dignity, rights and preferences

The learner will:

9  Be able to implement non aversive reactive strategies

The learner can:

9.1 Explain when reactive strategies should be used with individuals
9.2 Describe the key characteristics and types of reactive strategies
9.3 Assess the risks in the use of reactive strategies
9.4 Identify possible reactive strategies that may be used for an individual
9.5 Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual’s dignity, rights and preferences
9.6 Establish an individual’s preferred post-incident support
9.7 Identify own preferred post-incident support
Unit 18 Implement the positive behavioural support model (T/601/9738)

The learner will:

10 Be able to understand and implement positive behavioural support plans

The learner can:

10.1 Explain the purpose and importance of positive behaviour support plans for individuals
10.2 Identify the key components of a positive behaviour support plan for individuals
10.3 Implement agreed procedures in an individual’s positive behavioural support plan
10.4 Contribute to the review of an individual’s positive behavioural support plan

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess assessment criteria 6.2, 8.5 and 9.5 if real wok assessment is not possible.
Unit 19 Provide support to maintain and develop skills for everyday life (L/601/8028)

Guided learning hours 28  
Credit value 4  
Level 3  
Mandatory/optional Optional

The learner will:

1 Understand the context of supporting skills for everyday life

The learner can:

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

The learner will:

2 Be able to support individuals to plan for maintaining and developing skills for everyday life

The learner can:

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

The learner will:

3 Be able to support individuals to retain, regain or develop skills for everyday life

The learner can:

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
Unit 19 Provide support to maintain and develop skills for everyday life (L/601/8028)

The learner will:

4 Be able to evaluate support for developing or maintaining skills for everyday life the learner can:

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 guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment
Unit 20 Provide support for therapy sessions (D/601/9023)

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The learner will:

1. Understand the benefits of therapy sessions

The learner can:

1.1 Identify different types of therapy sessions in which an individual may participate
1.2 Describe how therapy sessions can benefit an individual

The learner will:

2. Be able to prepare for therapy sessions

The learner can:

2.1 Establish own responsibilities in preparing for a therapy session
2.2 Identify with the individual their preferences and requirements for the therapy session
2.3 Follow instructions to prepare the environment, materials, equipment and self for the session

The learner will:

3. Be able to provide support in therapy sessions

The learner can:

3.1 Provide support during a therapy session that takes account of:
   - the therapist’s directions
   - the individual’s preferences and requirements
3.2 Promote the active participation of the individual during the session
3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session
Unit 20 Provide support for therapy sessions (D/601/9023) (cont’d)

The learner will:

4 Be able to observe and record therapy sessions

The learner can:

4.1 Agree what observations need to be carried out during therapy sessions
4.2 Agree how observations will be recorded
4.3 Carry out agreed observations
4.4 Record agreed observations as required

The learner will:

5 Be able to contribute to the review of therapy sessions

The learner can:

5.1 Contribute to a review of therapy sessions to identify issues and progress
5.2 Contribute to agreeing changes to therapy sessions with the individual and others

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Therapy sessions may include:
- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support.

Others may include:
- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual’s well-being

Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Unit 21 Provide support to continue recommended therapies (A/601/9028)

**Guided learning hours** 20  
**Credit value** 3  
**Level** 3  
**Mandatory/optional** Optional

The learner will:

1. Understand the importance of supporting individuals to continue recommended therapies

The learner can:

1.1 Analyse the potential benefits of recommended therapies to an individual’s health and wellbeing  
1.2 Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation

The learner will:

2. Be able to encourage individuals to complete activities recommended by therapists

The learner can:

2.1 Establish agreement on an individual’s needs and preferences about continuing a recommended therapy  
2.2 Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy  
2.3 Describe how to overcome an individual’s fears or concerns about continuing the recommended therapy

The learner will:

3. Be able to support individuals to continue recommended therapy

The learner can:

3.1 Clarify with the therapist the information needed before providing support for the therapy  
3.2 Promote active participation during therapy  
3.3 Address difficulties encountered during therapy  
3.4 Provide constructive feedback and encouragement to the individual during therapy
Unit 21 Provide support to continue recommended therapies (A/601/9028) (cont’d)

The learner will:

4 Be able to observe, record and report on observations during recommended therapy

The learner can:

4.1 Establish with the individual and others what observations need to be made during therapy sessions
4.2 Carry out agreed observations
4.3 Record agreed observations as required
4.4 Report on the findings of observations to individuals and others

The learner will:

5 Be able to contribute to evaluation and review of recommended therapies

The learner can:

5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
5.3 Agree changes to therapy sessions or the support provided

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment
Unit 22 Promote person-centred approaches in health and social care (Y/601/8145)

Guided learning hours | 41
Credit value | 3
Level | 6
Mandatory/optional | Optional

The learner will:

1. Understand the application of person centred approaches in health and social care

The learner can:

1.1 Explain how and why person-centred values must influence all aspects of health and social care work
1.2 Evaluate the use of care plans in applying person centred values

The learner will:

2. Be able to work in a person-centred way

The learner can:

2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs
2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation
2.3 Adapt actions and approaches in response to an individual's changing needs or preferences

The learner will:

3. Be able to establish consent when providing care or support

The learner can:

3.1 Analyse factors that influence the capacity of an individual to express consent
3.2 Establish consent for an activity or action
3.3 Explain what steps to take if consent cannot be readily established
Unit 22 Promote person-centred approaches in health and social care (Y/601/8145) (cont’d)

The learner will:

4  Be able to implement and promote active participation

The learner can:

4.1 Describe different ways of applying active participation to meet individual needs
4.2 Work with an individual and others to agree how active participation will be implemented
4.3 Demonstrate how active participation can address the holistic needs of an individual
4.4 Demonstrate ways to promote understanding and use of active participation

The learner will:

5  Be able to support the individual’s right to make choices

The learner can:

5.1 Support an individual to make informed choices
5.2 Use own role and authority to support the individual’s right to make choices
5.3 Manage risk in a way that maintains the individual’s right to make choices
5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others

The learner will:

6  Be able to promote individuals well-being

The learner can:

6.1 Explain the links between identity, self image and self esteem
6.2 Analyse factors that contribute to the well-being of individuals
6.3 Support an individual in a way that promotes their sense of identity, self image and self esteem
6.4 Demonstrate ways to contribute to an environment that promotes well-being

The learner will:

7  Understand the role of risk assessment in enabling a person centred approach

The learner can:

7.1 Compare different uses of risk assessment in health and social care
7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities
7.3 Explain why risk assessments need to be regularly revised
Unit 22 Promote person-centred approaches in health and social care (Y/601/8145) (cont’d)

Assessment guidance

Units must be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
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