



# Optional units

**NCFE CACHE Level 2 Award in Supporting  
Individuals with Learning Disabilities  
QN: 600/4041/5**

**NCFE CACHE Level 3 Award in Supporting  
Individuals with Learning Disabilities  
QN: 600/4037/3**

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## Summary of changes

This section summarises the changes to this Optional Units document since the last version.

Version	Publication Date	Summary of amendments
v6.1	July 2019	Optional unit index updated to show which qualifications the units are in
v6.2	June 2022	Update regarding Autism terminology

## **Section 1: Overview and Index**

### **Overview**

This document is an extension of the Qualification Specifications for the Level 2 Award in Supporting Individuals with Learning Disabilities and the Level 3 Award in Supporting Individuals with Learning Disabilities and contains the optional units for these two qualifications.

Generic information covered in the Level 2 Award in Supporting Individuals with Learning Disabilities and the Level 3 Award in Supporting Individuals with Learning Disabilities Qualification Specifications is not repeated in this document.

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request.


**Please ensure you check the rule of combination for your chosen qualification using the Qualification Specification. Not all units contained in this document are available in each qualification.**

### **Terminology relating to Autism in this document**

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms tend to change. The National Autistic Society provides a useful source for accurate terms and reference and can be found on their website.

## Optional unit index

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Unit no.	Unit ref.	Unit title	Level	Credit	GL	Page	Level 2 Award	Level 3 Award
LD 202	L/601/6442	Support person centred thinking and planning	2	5	34	17	✓	
SHC 21	F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23	22	✓	
LD 302	A/601/7215	Support person-centred thinking and planning	3	5	14	26		✓
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10	33		✓
LD Op 203	Y/601/7352	Provide active support	2	3	27	37	✓	
★ LD Op 205	K/601/6285	Principles of positive risk taking for individuals with disabilities	2	2	20	42	✓	
HSC 2031	A/601/9546	Contribute to support of positive risk-taking for individuals	2	3	27	47	✓	
★ LD 206	H/601/5703	Principles of supporting an individual to maintain personal hygiene	2	1	10	51	✓	✓

	LD 206 C	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	55	✓	✓
	LD 208C	J/602/0036	Contribute to supporting individuals with a learning disability to access healthcare	2	3	27	59	✓	
☆	LD 208K	T/601/8654	Principles of supporting individuals with a learning disability to access healthcare	2	3	23	64	✓	
☆	LD 210	M/601/5316	Introductory awareness of autistic spectrum conditions	2	2	17	68	✓	
☆	DEM 201	J/601/2874	Dementia awareness	2	2	17	72	✓	
☆	DEM 207	A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	75	✓	
	HSC 2006	Y/601/8632	Support participation in learning and development activities	2	3	23	78	✓	
	HSC 2007	T/601/8637	Support independence in the tasks of daily living	2	5	33	83	✓	
	HSC 2008	A/601/8025	Provide support for journeys	2	2	17	89	✓	
	HSC 2011	A/601/7926	Support individuals to access and use information about services and facilities	2	3	20	92	✓	
	HSC 2023	L/601/9471	Contribute to supporting group care activities	2	3	23	96	✓	
☆	PD Op 2.1	L/601/6117	Understand physical disability	2	2	19	100	✓	



☆	SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	2	2	16	103	✓	
☆	SS Op 2.1	Y/601/3446	Introductory awareness of models of disability	2	2	15	106	✓	
	SS Op 2.3	A/601/4895	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	25	108	✓	
	SS Op 2.4	H/601/3451	Contribute to supporting individuals in the use of assistive technology	2	3	19	112	✓	
	SS Op 2.5	F/601/5160	Support individuals to negotiate environments	2	4	32	114	✓	
	LD Op 303	D/601/7353	Promote active support	3	5	36	118		✓
☆	LD Op 305	J/601/6293	Understand positive risk taking for individuals with disabilities	3	3	25	123		✓
☆	LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	127	✓	✓
	LD 308	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25	131		✓
☆	LD 310	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28	136		✓

	LD 311C	F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40	142	✓	✓
☆	LD 311K	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30	147	✓	✓
	LD 312	K/601/7047	Support parents with disabilities	3	6	43	151	✓	✓
	LD Op 314C	J/602/0053	Support individuals with self-directed support	3	5	35	156	✓	✓
☆	LD 314K	M/601/7048	Principles of self-directed support	3	3	26	162	✓	✓
	ADV 301	M/502/3146	Purpose and principles of independent advocacy	3	4	25	166	✓	✓
	ADV 302	T/502/3147	Providing independent advocacy support	3	6	25	170		✓
	ADV 303	A/502/3148	Maintaining the independent advocacy relationship	3	6	25	176		✓
☆	CMH 301	F/602/0097	Understand mental well-being and mental health promotion	3	3	14	181	✓	✓

☆	CMH 302	J/602/0103	Understand mental health problems	3	3	14	184	✓	✓
☆	DEM 301	J/601/3538	Understand the process and experience of dementia	3	3	22	187		✓
☆	DEM 310	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	32	190		✓
	HSC 3003	L/601/8028	Provide support to maintain and develop skills for everyday life	3	4	28	195		✓
	HSC 3004	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	199		✓
	HSC 3012	M/601/9611	Prepare to support individuals within a shared lives arrangement	3	4	31	204		✓
	HSC 3013	F/601/7927	Support individuals to access and use services and facilities	3	4	25	207		✓
	HSC 3014	J/601/9601	Provide support for individuals within a shared lives arrangement	3	5	35	212		✓
	HSC 3019	R/601/8578	Support individuals in their relationships	3	4	27	216	✓	✓

HSC 3023	D/601/7904	Support individuals to manage their finances	3	3	20	220		✓
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	3	4	24	224		✓
HSC 3029	T/601/8282	Support individuals with specific communication needs	3	5	35	228	✓	✓
HSC 3033	M/601/7907	Support individuals during a period of change	3	4	29	232	✓	✓
HSC 3034	T/601/7908	Support individuals to prepare for and settle in to new home environments	3	3	23	236		✓
HSC 3038	H/601/8147	Work in partnership with families to support individuals	3	4	27	240	✓	✓
HSC 3045	F/601/3764	Promote positive behaviour	3	6	44	245	✓	✓
HSC 3056	K/601/9185	Support families in maintaining relationships in their wider social structures	3	4	33	252		✓
HSC 3058	L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	8	41	255		

	HSC 3065	T/601/9738	Implement the positive behavioural support model	4	8	61	260		
	HSC 3066	L/601/9549	Support positive risk taking for individuals	3	4	32	271		✓
☆	PD Op 3.1	J/601/6150	Understand physical disability	3	3	22	276		✓
	PD Op 3.5	D/601/5750	Support families who have a child with a disability	3	3	23	280		✓
☆	SS MU 3.1	M/601/3467	Understand sensory loss	3	3	21	284		✓
☆	SS Op 3.1	F/601/3473	Understand models of disability	3	3	26	289		✓
	SS Op 3.3	A/601/5190	Support individuals with multiple conditions and/or disabilities	3	4	31	291		✓
	SS OP 3.4	J/601/3541	Support individuals in the use of assistive technology	3	4	32	295		✓
	SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	4	4	31	299		✓

SS OP 3.8	R/601/5180	Enable individuals to negotiate environments	3	5	34	303		✓
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## **Section 2: Units**

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. TDA, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* Additional information, Unit assessment guidance and Assessment tasks may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.



## LD 202: Support person-centred thinking and planning

**Unit reference** L/601/6442 **Level** 2

**Credit value** 5 **GL** 34

**Unit aim** This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4 and 5 must be assessed in a real work environment.</b>			
1. Understand the principles and practice of person-centred thinking, planning and reviews.	1.1. Identify the beliefs and values on which person-centred thinking and planning is based.		
	1.2. Define person-centred thinking, person-centred planning and person-centred reviews.		
	1.3. Describe the difference that person-centred thinking can make to <b>individuals</b> and their families.		
	1.4. Describe examples of <b>person-centred thinking tools</b> .		
	1.5. Explain what a 'one page profile' is.		
	1.6. Describe the person-centred review process.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the context within which person-centred thinking and planning takes place.	2.1. Outline current legislation, policy and guidance underpinning person-centred thinking and planning.		
	2.2. Describe the relationship between person-centred planning and personalised services.		
	2.3. Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in <b>teams</b>.</li> </ul>		
3. Understand own role in person-centred planning, thinking and reviews.	3.1. Describe own role in person-centred thinking, planning and reviews when supporting individuals.		
	3.2. Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work.		
	3.3. Describe how these challenges might be overcome.		
4. Be able to apply person-centred thinking 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 own relationship circle.		
	4.3. Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Describe how to prepare for own person-centred review.		
5. Be able to implement person-centred thinking and person-centred reviews.	5.1. Use person-centred thinking to know and act on what is important to the individual.		
	5.2. Establish with the individual how they want to be supported.		
	5.3. Use person-centred thinking to know and respond to how the individual communicates.		
	5.4. Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life.		
	5.5. Support the individual in their relationships and in being part of their community using person-centred thinking.		
	5.6. Ensure that the individual is central to the person-centred review process.		
	5.7. Explain how to ensure that actions from a review happen.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD 202**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links with HSC 25.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming.</li> </ul>

	<p>Community connecting related tools:</p> <ul style="list-style-type: none"> <li>• who am I? My gifts and capacities</li> <li>• hopes and fears</li> <li>• mapping our network</li> <li>• passion audit</li> <li>• capacity mapping</li> <li>• who am I?– My places.</li> </ul> <p><b>Teams</b></p> <p>A person-centred team uses person-centred thinking within the team context to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p>
<p>Additional unit assessment requirements provided with the unit</p>	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work situation.</p>

**SHC 21: Introduction to communication in health, social care or children’s and young people’s settings**

**Unit reference** F/601/5465 **Level** 2

**Credit value** 3 **GL** 23

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed a real work environment.</b>			
1. Understand why <b>communication</b> is important in the work setting.	1.1. Identify different reasons why people communicate.		
	1.2. Explain how effective communication affects all aspects of own work.		
	1.3. Explain why it is important to observe an individual’s reactions when communicating with them.		
2. Be able to meet the communication and language needs, wishes and <b>preferences</b> of individuals.	2.1. Find out an individual’s communication and language needs, wishes and preferences.		
	2.2. Demonstrate communication methods that meet an individual’s communication needs, wishes and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Show how and when to seek advice about communication.		
3. Be able to reduce barriers to communication.	3.1. Identify barriers to communication.		
	3.2. Demonstrate how to reduce barriers to communication in different ways.		
	3.3. Demonstrate ways to check that communication has been understood.		
	3.4. Identify sources of information and support or <b>services</b> to enable more effective communication.		
4. Be able to apply principles and practices relating to confidentiality at work.	4.1. Explain the term 'confidentiality'.		
	4.2. Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .		
	4.3. Describe situations where information normally considered to be confidential might need to be passed on.		
	4.4. Explain how and when to seek advice about confidentiality.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 21**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 201 GEN 22 HSC 21 Themes recur as knowledge requirements and core values throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Communication</b> methods may include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication:           <ul style="list-style-type: none"> <li>• eye contact</li> <li>• touch</li> <li>• physical gestures</li> <li>• body language</li> <li>• behaviour</li> </ul> </li> <li>• verbal communication:           <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• linguistic tone</li> <li>• pitch</li> </ul> </li> <li>• technological aids.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul> <p><b>Agreed ways of working</b> include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### LD 302: Support person-centred thinking and planning

**Unit reference** A/601/7215                      **Level** 3  
**Credit value** 5                                      **GL** 41

**Unit aim** This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 4 and 5 must be assessed in a real work environment.</b>			
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 <b>individuals</b> .		
	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 differs from assessment and other approaches to planning.		
	1.5. Explain how <b>person-centred thinking tools</b> can form the basis of a person-centred plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>person-centred team</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> <li>• as part of an organisation.</li> </ul>		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Evaluate 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 <b>person-centred plan</b> .		
	5.4. Use information from a person-centred review to start a person-centred plan.		
	5.5. Use person-centred thinking to enable individuals to choose those who support them.		
	5.6. Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed.		
	5.7. Demonstrate a successful person-centred review.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 302**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 36
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming.</li> </ul> <p>Community connecting related tools:</p> <ul style="list-style-type: none"> <li>• who am I? My gifts and capacities</li> <li>• Hopes and Fears</li> <li>• mapping our network</li> <li>• passion audit</li> <li>• capacity mapping</li> <li>• who am I – my places.</li> </ul> <p><b>Person-centred teams:</b>                      A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p> <p><b>Person-centred plan</b> may include an Essential Lifestyle Plan.</p>

	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"><li>• the individual</li><li>• colleagues</li><li>• families or carers</li><li>• friends</li><li>• other professionals</li><li>• members of the public</li><li>• advocates.</li></ul>
Additional unit assessment requirements provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work situation.</p>



**SHC 31: Promote communication in health, social care or children’s and young people’s settings**

**Unit reference** J/601/1434 **Level** 3  
**Credit value** 3 **GL** 10

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in a real work environment</b>			
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals.		
	2.2. Describe the factors to consider when promoting effective communication.		
	2.3. Demonstrate a range of <b>communication methods</b> and styles to meet individual needs.		
	2.4. Demonstrate how to respond to an individual’s reactions when communicating.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to overcome barriers to communication.	3.1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2. Identify barriers to effective communication.		
	3.3. Demonstrate ways to overcome barriers to communication.		
	3.4. Demonstrate strategies that can be used to clarify misunderstandings.		
	3.5. Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively.		
4. Be able to apply principles and practices relating to confidentiality.	4.1. Explain the meaning of the term confidentiality.		
	4.2. Demonstrate ways to maintain confidentiality in day to day communication.		
	4.3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 31**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.
Unit assessment guidance – provided by the sector	<p><b>Communication methods</b> include:</p> <ul style="list-style-type: none"> <li>• non-verbal communication:                             <ul style="list-style-type: none"> <li>- eye contact</li> <li>- touch</li> <li>- physical gestures</li> <li>- body language</li> <li>- behaviour</li> </ul> </li> <li>• verbal communication:                             <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- linguistic tone</li> <li>- pitch.</li> </ul> </li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services.</li> </ul>

**LD Op 203: Provide active support**

**Unit reference** Y/601/7352 **Level** 2

**Credit value** 3 **GL** 27

**Unit aim** The purpose of this unit is to provide the learner with the knowledge, understanding and skills to provide active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how <b>active support</b> translates values into person-centred practical action with an <b>individual</b> .	1.1. Explain how the key characteristics of active support differ from the <b>hotel model</b> .		
	1.1. Define the terms: <ul style="list-style-type: none"> <li>• promoting independence</li> <li>• informed choice</li> <li>• valued life.</li> </ul>		
	1.3. Explain how use of active support can promote independence, informed choice and a valued life.		
2. Be able to interact positively with individuals to promote participation.	2.1. Explain the three elements in <b>positive interaction</b> that promote an individual's participation in activity.		
	2.2. Break a routine task into manageable steps for an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Provide different <b>levels of help</b> to support an individual to participate in a task or activity.		
	2.4. <b>Positively reinforce</b> an individual's participation in an activity.		
3. Be able to implement person-centred daily plans to promote participation.	3.1. Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement.		
	3.2. Use a structured person-centred format to ensure that a <b>valued range of activities</b> for an individual is available.		
	3.3. Use a structured format to plan support for an individual to participate in activities.		
4. Be able to maintain person-centred records of participation.	4.1. Record an individual's participation in activities.		
	4.2. Describe changes in an individual's participation over time.		
	4.3. Report the extent to which an individual's participation represents the balance of activity associated with a <b>valued lifestyle</b> .		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD Op 203**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>Active support is referenced throughout the majority of the HSC NOS.</p> <p>Links to HSC 25 and 234.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Active Support</b> - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p><b>Individual</b> is someone requiring care or support.</p> <p><b>Hotel model</b> - refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p><b>Positive interaction</b> refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p> <p><b>Levels of help</b> - refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p><b>Positively reinforcing</b> - refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (e.g.: drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g.: praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p> <p><b>Valued range of activities</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p>



	<p><b>Valued lifestyle</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, and 4 must be assessed in real work environment.</p>



## LD Op 205: Principles of positive risk-taking for individuals with disabilities

**Unit reference** K/601/6285 **Level** 2

**Credit value** 2 **GL** 20

**Unit aim** This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk-taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of risk-taking in everyday life for <b>individuals</b> with disabilities.	1.1. Identify aspects of everyday life in which risk plays a part.		
	1.2. Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks.		
	1.3. Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks.		
	1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of positive, <b>person-centred</b> risk assessment.	2.1. Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches.		
	2.2. Identify the features of a person-centred approach to risk assessment.		
	2.3. Describe ways in which traditional risk assessments have tended to have a negative focus.		
3. Know how legislation and policies are relevant to positive risk-taking.	3.1. Identify legislation and policies which promote the human rights of individuals with disabilities.		
	3.2. Describe how to use human rights based approach to risk management.		
4. Understand how to support individuals with disabilities in decisions about risk-taking.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b> .		
	4.2. Outline how the principle of ' <b>Duty of Care</b> ' can be maintained whilst supporting individuals to take risks.		
	4.3. Describe ways of enabling individuals with disabilities to make informed choices about taking risks.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions.		
	4.5. Explain the potential positive and negative consequences of the choices made about taking risks.		
	4.6. Describe what action to take if an individual decides to take an unplanned risk that places him/her or others in immediate or imminent danger.		
	4.7. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking.		
5. Understand how to support individuals with disabilities to manage identified risks.	5.1. Explain the importance of including risks in the individual's support plan.		
	5.2. Explain why it is important to review risks in the individual's support plan.		
	5.3. Outline why it is important to communicate and work in a consistent way with all those supporting the individual.		
	5.4. Describe ways of supporting individuals with disabilities to test out the risk they wish to take.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD Op 205**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 240
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Individual</b> is someone requiring care or support.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Duty of Care</b> – legal duty to take reasonable care to avoid others being harmed.</p>
Additional unit assessment requirements - provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

### HSC 2031: Contribute to support of positive risk-taking for individuals

Unit reference A/601/9546                      Level 2  
 Credit value 3                                      GL 27

Unit aim                      This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the importance of risk-taking in everyday life.	1.1. Identify aspects of everyday life in which risk plays a part.		
	1.2. Outline the consequences for <b>individuals</b> of being prevented or discouraged from taking risks.		
	1.3. Explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul>		
2. Understand the importance of positive, <b>person-centred</b> risk assessment.	2.1. Explain how a person-centred approach to risk assessment can support positive outcomes.		
	2.2. Identify the features of a person-centred approach to risk assessment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know how legislation and <b>policies</b> are relevant to positive risk taking.	3.1. Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights.		
4. Be able to support individuals to make informed choices about taking risks.	4.1. Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b> .		
	4.2. Support the individual to access and understand information about risks associated with a choice they plan to make.		
	4.3. Support the individual to explore the potential positive and negative consequences of the options.		
	4.4. Support the individual to make an informed decision about their preferred option and the associated risks.		
	4.5. Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking.		
5. Be able to contribute to the support of individuals to manage identified risks.	5.1. Use an individual's support plan to record identified risks.		
	5.2. Support the individual to test out the risk they wish to take, in line with <b>agreed ways of working</b> .		
	5.3. Explain the importance of working within the limits of own role and responsibilities.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Contribute to the review of risks in an individual's support plan.		
6. Understand duty of care in relation to supporting positive risk-taking.	6.1. Outline how the principle of duty of care can be maintained while supporting individuals to take risks.		
	6.2. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2031**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 240
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Policies</b> may include:</p> <ul style="list-style-type: none"> <li>• national policy</li> <li>• local policy.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



**LD Op 206: Principles of supporting an individual to maintain personal hygiene**

**Unit reference** H/601/5703 **Level** 2  
**Credit value** 1 **GL** 10

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>individual</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know how to support an individual to maintain personal hygiene.	3.1. Identify <b>factors</b> that contribute to good personal hygiene.		
	3.2. Explain how to support the <b>preferences and needs</b> of the individual while maintaining their independence.		
	3.3. Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene.		
	3.4. Describe <b>risks</b> to own health in supporting personal hygiene routines.		
	3.5. Describe how to reduce risks to own health.		
	3.6. Identify <b>others</b> that may be involved in supporting an individual to maintain personal hygiene.		
4. Understand when poor hygiene may be an indicator of other <b>underlying personal issues</b> .	4.1. Identify underlying personal issues that may be a cause of poor personal hygiene.		
	4.2. Describe how underlying personal issues might be addressed.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD Op 206**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Links to HSC 27, 29, 218, 219, 220.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Individual</b> is someone requiring care or support.</p> <p><b>Factors</b> include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc.</p> <p><b>Preferences and needs</b> include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion.</p> <p><b>Maintain Dignity</b> – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise etc.</p> <p><b>Risks</b> – from infection and reduction through infection control techniques.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates</li> </ul> <p><b>Underlying personal issues</b> – may include: financial issues, abuse, health issues etc.</p>
Additional unit assessment requirements - provided with the unit.	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## LD 206 C: Support individuals to maintain personal hygiene

**Unit reference** K/601/9963 **Level:** 2

**Credit value** 2 **GL** 17

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>factors</b> that contribute to good personal hygiene.		
	2.2. Address personal hygiene issues with the individual in a sensitive manner without imposing own values.		
	2.3. Support the individual to develop awareness of the effects of poor hygiene on others.		
	2.4. Support the <b>preferences and needs</b> of the individual while maintaining their independence.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Describe how to <b>maintain dignity</b> of an individual when supporting intimate personal hygiene.		
	2.6. Identify <b>risks</b> to own health in supporting an individual with personal hygiene routines.		
	2.7. Reduce risks to own health when supporting the individual with personal hygiene routines.		
	2.8. Identify <b>others</b> who may be involved in supporting the individual to maintain personal hygiene.		
3. Understand when poor hygiene may be an indicator of other underlying personal issues.	3.1. Identify <b>underlying personal issues</b> that may be a cause of poor personal hygiene.		
	3.2. Describe how underlying personal issues might be addressed.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 206 C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



Additional information about the unit:	
Relationship to occupational standards	HSC 27, 29, 218, 219, 220
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• washing</li> <li>• showering/bathing</li> <li>• washing hair</li> <li>• cleaning clothes</li> <li>• keeping nails clean</li> <li>• washing hands after using the toilet.</li> </ul> <p><b>Preferences and needs</b> will include any particular requirements around personal hygiene determined by an individual’s culture/faith/belief/religion.</p> <p><b>Maintaining dignity</b> includes:</p> <ul style="list-style-type: none"> <li>• privacy</li> <li>• having trust on both sides</li> <li>• being professional</li> <li>• awareness of abuse</li> <li>• averting eye contact to avoid embarrassment</li> <li>• being gentle</li> <li>• being able to empathise.</li> </ul> <p><b>Risks</b> – from infection and reduction through infection control techniques.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Underlying personal issues</b> may include:</p> <ul style="list-style-type: none"> <li>• financial issues</li> </ul>

	<ul style="list-style-type: none"><li>• abuse</li><li>• health issues.</li></ul>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>

**LD 208C: Contribute to supporting individuals with a learning disability to access healthcare**

**Unit reference** J/602/0036 **Level** 2

**Credit value** 3 **GL** 27

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and guidance relevant to <b>individuals</b> with a learning disability accessing healthcare.	1.1. Outline what is meant by a 'rights based' approach to accessing healthcare.		
	1.2. Identify legislation which supports a rights based approach to accessing healthcare.		
	1.3. Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability.		
	1.4. Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance.		
	1.5. Describe the actions to take if an individual cannot give informed consent to the treatment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the function of different healthcare services that an individual with a learning disability may need to access.	2.1. List a range of <b>healthcare services</b> that an individual with a learning disability may need to access.		
	2.2. Describe the work of each type of healthcare service.		
	2.3. Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access.		
3. Understand how <b>plans for healthcare</b> and regular health checks underpin long-term health and well-being for individuals with a learning disability.	3.1. Explain how plans for healthcare can be of benefit to an individual with a learning disability.		
	3.2. Identify a range of regular health checks that an individual may have to support good health and well-being.		
	3.3. Outline how missing regular health checks can impact on the individual's health and well-being.		
4. Be able to contribute to plans for healthcare with individuals with a learning disability.	4.1. Work with an individual and <b>others</b> to identify healthcare services the individual may require.		
	4.2. Agree with the individual and others the type and level of support the individual may require to access healthcare services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan.		
	4.4. Contribute to the review of plans for healthcare with the individual and others.		
5. Be able to support individuals to overcome barriers to accessing healthcare services.	5.1. Identify <b>barriers</b> to accessing healthcare services that an individual with a learning disability may experience.		
	5.2. Identify reasons why an individual may be reluctant to access healthcare services.		
	5.3. Demonstrate ways to overcome barriers to accessing healthcare services.		
	5.4. Support the individual to access information about healthcare services in their preferred format.		
6. Be able to support individuals with a learning disability to use healthcare services.	6.1. Provide agreed support to enable the individual to use healthcare services.		
	6.2. Support the individual to understand the reasons why they are being offered treatment.		
	6.3. Support the individual to understand the short and long term effects of treatment.		
	6.4. Ensure the individual is able to give informed consent to their treatment in line with current legislation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.5. Record details of a healthcare visit in a format that the individual can understand.		
	6.6. Ensure that information is shared in line with agreed ways of working.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 208C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Skills for Care and Development HSC 26 and 225
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Healthcare services</b> may include:</p> <ul style="list-style-type: none"> <li>• primary healthcare services</li> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare:</b> in England this refers to / should include Health Action Plans.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Barriers</b> will include personal barriers as well as external barriers.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



**LD 208 K: Principles of supporting individuals with a learning disability to access healthcare**

**Unit reference** T/601/8654                      **Level** 2  
**Credit value** 3                                      **GL** 23

**Unit aim** This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and guidance relevant to <b>individuals</b> with a learning disability accessing healthcare.	1.1. Outline what is meant by a 'rights based' approach to accessing healthcare.		
	1.2. Identify legislation which supports a rights based approach to accessing healthcare.		
	1.3. Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability.		
	1.4. Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance.		
	1.5. Describe the actions to take if an individual cannot give informed consent to the treatment.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the function of different healthcare services that an individual with a learning disability may need to access.	2.1. List a range of <b>healthcare services</b> that an individual with a learning disability may need to access.		
	2.2. Describe the work of each type of healthcare service.		
	2.3. Explain how to gain access to each type of healthcare service.		
3. Understand the role of professionals within different healthcare services that an individual with a learning disability may need to access.	3.1. Outline the role and responsibility of the professionals working in different types of healthcare services.		
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability.	4.1. Explain how <b>plans for healthcare</b> can be of benefit to an individual with a learning disability.		
	4.2. Identify a range of regular health checks that an individual may have to support good health and well-being.		
	4.3. Outline how missing regular health checks may increase the risk of poor health and well-being for the individual.		
	4.4. Explain the importance of individual preference in relation to <b>treatments available</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services.	5.1. Identify <b>barriers</b> to accessing healthcare services that an individual with a learning disability may experience.		
	5.2. Describe ways to overcome barriers to accessing healthcare services.		
	5.3. Describe reasons why an individual may be reluctant to access healthcare services.		
	5.4. List a range of resources that may be helpful to an individual with a learning disability assessing healthcare services.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 208K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 26, 225
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Healthcare services</b> may include:</p> <ul style="list-style-type: none"> <li>• primary healthcare services</li> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare</b> – in England this refers to / should include Health Action Plans.</p> <p><b>Treatments available</b> – this may include complementary therapies.</p> <p><b>Barriers</b> should include personal barriers as well as external barriers.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>It assesses knowledge that underpins unit LD 208S Support individuals with a learning disability to access healthcare, and must be achieved with that unit to confirm competence.</p>



## LD 210: Introductory awareness of autistic spectrum conditions

**Unit reference** M/601/5316 **Level** 2

**Credit value** 2 **GL** 17

**Unit aim** The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person-centred support.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the areas in which <b>individuals</b> with an autistic spectrum condition characteristically have difficulties.	1.1. Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with <b>others</b> .		
	1.2. Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships.		
	1.3. Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum.		
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals.	2.1. Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms.		
	2.3. Identify other conditions which may be associated with an autistic spectrum condition.		
	2.4. Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition.		
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition.	3.1. Describe behavioural characteristics associated with autistic spectrum conditions.		
	3.2. Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours.		
	3.3. Describe what to do if an individual is highly anxious or stressed.		
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition.	4.1. Explain why it is important to have in place structures and routines which match the wishes and needs of the individual.		
	4.2. Identify formal and informal support networks for an individual with an autistic spectrum condition.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition.		
	4.4. Describe ways of ensuring that support provided is consistent, both within own approach and with that of others.		
	4.5. Describe how to contribute towards the learning of an individual with an autistic spectrum condition.		
5. Understand how to communicate effectively with individuals on the autistic spectrum.	5.1. Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition.		
	5.2. Identify aspects of the environment that affect communication with an individual.		
	5.3. Describe how to reduce barriers to communication with an individual.		
	5.4. Outline the use of visual communication systems for individuals who have an autistic spectrum condition.		
	5.5. Identify who could provide advice about effective communication with an individual.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD 210**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (A.S.C.), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (A.S.D.'s). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than A.S.D.'s in this context.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>



**DEM 201: Dementia awareness**

**Unit reference** J/601/2874

**Level** 2

**Credit value** 2

**GL** 17

**Unit aim** The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what dementia is.	1.1. Explain what is meant by the term 'dementia.'		
	1.2. Describe the key functions of the brain that are affected by dementia.		
	1.3. Explain why depression, delirium and age related memory impairment may be mistaken for dementia.		
2. Understand key features of the theoretical models of dementia.	2.1. Outline the medical model of dementia.		
	2.2. Outline the social model of dementia.		
	2.3. Explain why dementia should be viewed as a disability.		
3. Know the most common types of dementia and their	3.1. List the most common causes of dementia.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
causes.	3.2. Describe the likely signs and symptoms of the most common causes of dementia.		
	3.3. Outline the risk factors for the most common causes of dementia.		
	3.4. Identify prevalence rates for different types of dementia.		
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.		
	4.2. Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: DEM 201**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Others</b> e.g.:</p> <ul style="list-style-type: none"> <li>• care workers</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech &amp; language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• independent mental capacity advocate</li> <li>• community psychiatric nurse</li> <li>• dementia care advisors</li> <li>• advocate</li> <li>• support groups.</li> </ul>
<p>Unit assessment guidance</p>	<p>This unit must be assessed in accordance with Skills for Care and Development’s assessment principles.</p>



## DEM 207: Understand equality, diversity and inclusion in dementia care

**Unit reference** A/601/2886 **Level** 2

**Credit value** 2 **GL** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand and appreciate the importance of diversity of individuals with dementia.	1.1. Explain the importance of recognising that <b>individuals</b> with dementia have unique needs and preferences.		
	1.2. Describe ways of helping <b>carers</b> and <b>others</b> to understand that an individual with dementia has unique needs and preferences.		
	1.3. Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals.		
2. Understand the importance of person-centred approaches in the care and support of individuals with dementia.	2.1. Describe how an individual may feel valued, included and able to engage in daily life.		
	2.2. Describe how individuals with dementia may feel excluded.		
	2.3. Explain the importance of including the individual in all aspects of their care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met.	3.1. Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia.		
	3.2. Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins.		
	3.3. Describe what knowledge and understanding would be required to work in a <b>person-centred way</b> with an individual with a learning disability and dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 207**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC21, 24, 31, 35, 41, 45
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Carers and Others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul> <p><b>Person-centred way</b></p> <p>This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p>
Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

### HSC 2006: Support participation in learning and development activities

**Unit reference** Y/601/8632 **Level** 2

**Credit value** 3 **GL** 23

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors to take into account when supporting individuals to take part in <b>activities for learning and development</b> .	1.1. Identify different reasons why <b>individuals</b> may take part in activities for learning or development.		
	1.2. Describe the benefits of different activities for learning or development in which individuals may take part.		
	1.3. Describe possible barriers to individuals engaging in learning or development activities.		
	1.4. Explain why <b>active participation</b> is important when supporting individuals in learning or development activities.		
	1.5. Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to support individuals to prepare for taking part in learning and development activities.	2.1. Support an individual to make informed decisions about their participation in a learning or development activity.		
	2.2. Work with the individual and <b>others</b> to agree roles and responsibilities for supporting a learning or development activity.		
	2.3. Support the individual before a learning or development activity to minimise any barriers to their participation.		
3. Be able to contribute to preparing the environment and resources for learning and development activities.	3.1. Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity.		
	3.2. Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity.		
4. Be able to support individuals to take part in learning and development activities.	4.1. Describe different ways of supporting the individual to take part in learning or development activities.		
	4.2. Provide the agreed type and level of support to enable the individual to engage with an activity.		
	4.3. Adapt support to reflect changing needs, wishes, achievements or levels of participation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Explain what action to take if the individual becomes distressed or feels unable to continue.		
	4.5. Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity.		
	4.6. Complete required records about the learning or development activity.		
5. Be able to contribute to the evaluation of learning or development activities.	5.1. Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual.		
	5.2. Support the individual to provide feedback on the activity and the support provided.		
	5.3. Work with the individual and others to evaluate the learning or development activity.		
	5.4. Work with the individual and others to agree and make changes to a learning or development activity or the support provided.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2006**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC211
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Activities for learning and development</b> may include:</p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• advocates</li> <li>• line manager</li> <li>• specialists</li> <li>• others who are important to the individual's well-being.</li> </ul>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

### HSC 2007: Support independence in the tasks of daily living

**Unit reference** T/601/8637 **Level** 2

**Credit value** 5 **GL** 33

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles for supporting independence in the tasks of daily living.	1.1. Explain how <b>individuals</b> can benefit from being as independent as possible in the tasks of daily living.		
	1.2. Explain how <b>active participation</b> 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 practice skills for daily living.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>care plan</b> and <b>agreed ways of working</b> .		
	2.2. Clarify with the individual and <b>others</b> 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 <b>difficulties or concerns</b> 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 <b>healthy diet</b> and reflect the individual's 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2007**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 27 HSC 29.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Active participation</b> is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>A <b>care plan</b> 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.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family or friends of the individual</li> <li>• advocate</li> <li>• line manager.</li> </ul> <p><b>Difficulties or concerns</b> may include:</p> <ul style="list-style-type: none"> <li>• risks to the individual’s health, safety or security</li> <li>• concerns about the ability, skills or willingness of the individual to participate in daily living tasks</li> <li>• insufficient time, equipment or other resources to provide agreed support.</li> </ul> <p>A <b>healthy diet</b> is one that:</p> <ul style="list-style-type: none"> <li>• follows current guidelines for healthy eating</li> <li>• meets any specific nutritional requirements for the individual.</li> </ul>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in</p>

	a real work environment.
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### HSC 2008: Provide support for journeys

**Unit reference** A/601/8025 **Level** 2

**Credit value** 2 **GL** 17

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors to consider when planning support for journeys.	1.1. Describe different <b>aspects and factors</b> to consider when planning a journey.		
	1.2. Describe different risks that may arise and ways to minimise these.		
	1.3. Describe different types of communication technology that can support planning and making journeys safely.		
2. Be able to support individuals to plan journeys.	2.1. Agree with the <b>individual</b> the level and type of support needed for planning and making a journey.		
	2.2. Support the individual to research a journey that they wish to make.		
	2.3. Support the individual to develop a plan for a journey that promotes <b>active participation</b> and reflects <b>agreed ways of working</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to support individuals when making journeys.	3.1. Support the individual in line with the journey plan.		
	3.2. Describe ways to deal with unforeseen problems that may occur during a journey.		
4. Be able to review the support provided for individuals when making journeys.	4.1. Describe what factors should be considered when reviewing support for the journey.		
	4.2. Seek feedback from the individual on the support provided for the journey.		
	4.3. Contribute to reviewing support for the journey.		
	4.4. Revise the journey plan to take account of the review in line with agreed ways of working.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 2008**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 28.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Aspects and factors</b> may include those relating to:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• the journey</li> <li>• health and safety.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 2011: Support individuals to access and use information about services and facilities**

**Unit reference**      A/601/7926                                      **Level**      2  
**Credit value**        3    **GL**        20

**Unit aim**                                      This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know ways to support individuals to access information on services and facilities.	1.1. Identify the types of <b>services and facilities</b> about which <b>individuals</b> may require information.		
	1.2. Identify possible barriers to accessing and understanding information.		
	1.3. Describe ways to overcome barriers to accessing information.		
	1.4. Identify a range of formats, translations and technology that could make information more accessible for individuals.		
	1.5. Describe types of support individuals may need to enable them to identify and understand information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to work with individuals to select and obtain information about services and facilities.	2.1. Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities.		
	2.2. Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes.		
	2.3. Support an individual to obtain selected information in their preferred format and language.		
3. Be able to work with individuals to access and use information about services and facilities.	3.1. Support an individual to access the content of information about services and facilities.		
	3.2. Demonstrate ways to check an individual's understanding of the information.		
	3.3. Work with an individual to access a service or facility using the information, in ways that promote <b>active participation</b> .		
	3.4. Describe ways to support individuals to deal with any <b>issues or concerns</b> that may arise from the content of information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to support individuals to evaluate the information accessed on services and facilities.	4.1. Support an individual to give feedback on whether information on services and facilities has met their needs and preferences.		
	4.2. Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information.		
	4.3. Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2011**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	N/A
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Services and facilities</b> may include:</p> <ul style="list-style-type: none"> <li>• services provided within an individual’s home</li> <li>• services to enable individuals to meet their social care needs</li> <li>• community facilities.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support rather than a passive recipient.</p> <p><b>Issues or concerns</b> may include those relating to:</p> <ul style="list-style-type: none"> <li>• ineligibility</li> <li>• lack of availability</li> <li>• conditions for access.</li> </ul>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 2023: Contribute to supporting group care activities**

**Unit reference** L/601/9471 **Level** 2

**Credit value** 3 **GL** 23

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the place of <b>group care activities</b> in the care and support of individuals.	1.1. Explain how participating in group care activities can benefit an <b>individual's</b> identity, self-esteem and well-being.		
	1.2. Identify examples of when a group care activity may be the best way to meet an individual's care or support needs.		
	1.3. Explain why dilemmas may arise when providing support for individuals through group care activities.		
2. Be able to contribute to the development of a supportive group culture.	2.1. Support group members to understand the benefits of group activities.		
	2.2. Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and <b>well-being</b> .		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Describe ways to support group members to resolve any conflicts that may arise amongst themselves.		
3. Be able to contribute to the implementation of group care activities.	3.1. Work with individuals and <b>others</b> to agree approaches, content and methods for group care activities.		
	3.2. Carry out agreed role to support individuals and the group during activities.		
	3.3. Address any adverse effects and maximise benefits for individuals during activities.		
	3.4. Maintain records about group care activities in line with <b>agreed ways of working</b> .		
4. Be able to contribute to the evaluation of group care activities.	4.1. Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities.		
	4.2. Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities.		
	4.3. Describe ways to ensure that individuals and others are actively involved in the evaluation.		
	4.4. Contribute to agreeing changes to activities or processes to improve outcomes for individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 2023**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC228.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Group care activities</b> may include:</p> <ul style="list-style-type: none"> <li>• recreational or leisure activities</li> <li>• visits outside the usual setting</li> <li>• Social activities.</li> </ul> <p><b>Individuals</b> are those requiring care or support.</p> <p><b>Well-being</b> includes the following aspects:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• spiritual.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers and family members</li> <li>• line manager</li> <li>• therapists or other specialists who may recommend group care activities</li> <li>• the local community.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>



## PD OP 2.1: Understand physical disability

**Unit reference** L/601/6117 **Level** 2

**Credit value** 2 **GL** 19

**Unit aim** This unit is aimed at those who provide a service for people with physical disabilities. It covers an understanding of physical disability, the impact of a physical disability on a person's life, the environment in which the service is provided and person-centred working.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of differentiating between the <b>individual</b> and the disability.	1.1. Explain why it is important to recognise and value an individual as a person.		
	1.2. Describe the importance of recognising an individual's strengths and abilities.		
	1.3. Describe how to work in a person-centred way that fully involves the individual.		
2. Understand the concept of physical disability.	2.1. Describe what is meant by physical disability.		
	2.2. Describe what a congenital disability is.		
	2.3. Give examples of congenital disabilities and their causes.		
	2.4. Describe what a progressive disability is.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Give examples of progressive disabilities and their causes.		
3. Understand how the challenges of living with a physical disability can be addressed.	3.1. Identify social and physical barriers that can have a disabling effect on an individual.		
	3.2. Identify positive and negative attitudes towards individuals with a disability.		
	3.3. Describe steps that can be taken to challenge and change discriminatory attitudes.		
	3.4. Describe the impact of disability legislation on community attitudes and practices.		
	3.5. Describe the effects that having a physical disability can have on a person's <b>day to day life</b> .		
	3.6. Identify the importance for the individual of positive risk-taking.		
4. Understand the importance of independence and inclusion for the individual with physical disability.	4.1. Describe how the individual can be in control of their care needs and provision of social care services.		
	4.2. Describe the importance of supporting independence and inclusion within the community.		
	4.3. Describe how to assist with independence and inclusion within the community.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: PD OP 2.1**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	The <b>individual</b> is the person requiring care or support.  <b>Day to day life:</b> <ul style="list-style-type: none"> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to leisure activities</li> <li>• relationships</li> <li>• health care.</li> </ul>
Additional unit assessment requirements - provided with the unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.



## SS MU 2.1: Introductory awareness of sensory loss

<b>Unit reference</b>	F/601/3442	<b>Level</b>	2
<b>Credit value</b>	2	<b>GL</b>	16
<b>Unit aim</b>	The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>factors</b> that impact on an individual with <b>sensory loss</b> and steps that can be taken to overcome these.	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.		
2. Understand the importance of effective communication for individuals with sensory loss.	2.1. Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
3. Know the main causes and conditions of sensory loss.	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.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss.	4.1. Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• deafblindness</li> <li>• hearing loss.</li> </ul>		
	4.2. Explain where additional advice and support can be sourced in relation to sensory loss.		
5. Know how to report concerns about sensory loss.	5.1. Describe to whom and how concerns about sight and / or hearing loss can be reported.		



**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: SS MU 2.1**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility.</li> </ul> <p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>
Additional unit assessment requirements - provided with the unit	Units need to be assessed in line with Skills for Care and Development QCF Assessment Principles.



## SS OP 2.1: Introductory awareness of models of disability

**Unit reference** Y/601/3446 **Level** 2

**Credit value** 2 **GL** 15

**Unit aim** The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the difference between the medical and social models of disability.	1.1. Describe the medical model of disability.		
	1.2. Describe the social model of disability.		
	1.3. Outline how each of the models has developed and evolved over time.		
	1.4. Give examples of where each model of disability may be used in service delivery.		
2. Understand how the adoption of models of disability impact on the well-being and quality of life of individuals.	2.1. Identify how the principles of each model are reflected in service delivery.		
	2.2. Explain how each of the models of disability impacts on the: <ul style="list-style-type: none"> <li>• inclusion</li> <li>• rights</li> <li>• autonomy</li> <li>• needs of individuals.</li> </ul>		

	2.3. Explain how own practice promotes the principle of inclusion.		
<p><b>Learner declaration of authenticity:</b>                  I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>			

<p><b>Assessor sign off of completed unit: SS OP 2.1</b>                  I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 1, 2, 3, 10, 11
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

**SS OP 2.3: Contribute to the support of individuals with multiple conditions and/or disabilities**

**Unit reference** A/601/4895 **Level** 2

**Credit value** 3 **GL** 25

**Unit aim:** The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact of multiple conditions and/or disabilities on individuals.	1.1. Identify possible <b>multiple conditions and/or disabilities</b> individuals may have.		
	1.2. Explain how multiple conditions and/or disabilities may have additional impacts on individuals' <b>well-being</b> and quality of life.		
2. Know the support available for individuals with multiple conditions and/or disabilities.	2.1. Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities.		
	2.2. Identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities.		
	2.3. Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Describe how <b>informal networks</b> can provide support to individuals with multiple conditions and/or disabilities.		
3. Be able to contribute to the support of individuals with multiple conditions and/or disabilities.	3.1. Describe own role in supporting individuals with multiple conditions and/or disabilities.		
	3.2. Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction.		
	3.3. Follow agreed ways of working or a plan to support an individual to participate in an <b>activity</b> .		
	3.4. Support the use of equipment or resources to enable an individual to participate in an activity.		
4. Be able to evaluate own contribution to the support of an individual for an activity.	4.1. Reflect on own contribution to supporting an individual to participate in an activity.		
	4.2. Explain where additional advice, guidance or support can be accessed to improve own practice.		
	4.3. Adapt own practice to meet the needs of an individual.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 4
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul> <p>An <b>activity</b> could include:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• leisure activities</li> <li>• social activities</li> <li>• household or domestic tasks.</li> </ul>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning Outcome 3 must be assessed in a real work environment.</p>

### SS OP 2.4: Contribute to supporting individuals in the use of assistive technology

**Unit reference** H/601/3451

**Level** 2

**Credit value** 3

**GL** 19

**Unit aim** The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the range and purpose of assistive technology available to support individuals.	1.1. Define the term assistive technology.		
	1.2. List a sample of assistive technology aids.		
	1.3. Explain the functions of the sample of assistive technology aids selected.		
	1.4. Describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion.		
2. Be able to contribute to the use of selected assistive technology.	2.1. Support an individual to access information about assistive technology.		
	2.2. Support an individual to use assistive technology following instructions and / or agreed ways of working.		
	2.3. Provide feedback on the effectiveness of assistive technology.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 2.4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 4, 5, 6, 7, 9, 11.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements - provided with the unit.	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning Outcome 2 must be assessed in real work environment.

## SS OP 2.5: Support individuals to negotiate environments

**Unit reference** F/601/5160 **Level** 2

**Credit value** 4 **GL** 32

**Unit aim** The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that impact on an individual being able to negotiate their environment.	1.1. Identify <b>conditions and / or disabilities</b> that may impact on an individual's ability to negotiate familiar and unfamiliar environments.		
	1.2. Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments.		
2. Be able to prepare to support an individual to negotiate an environment.	2.1. Outline own role in supporting an individual to negotiate an environment.		
	2.2. Identify the environmental barriers that need to be addressed for an individual to negotiate an environment.		
	2.3. Use <b>resources</b> that are available to support the individual to negotiate an environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to support an individual to negotiate an environment.	3.1. Follow an agreed plan or instructions to support an individual to negotiate an environment.		
	3.2. Address the identified environmental barriers to support an individual to negotiate an environment.		
	3.3. Provide information which supports the individual when negotiating an environment.		
4. Be able to review support provided to an individual to negotiate an environment.	4.1. Find out how the individual felt about negotiating an environment.		
	4.2. Gather and record observations about the individual's ability to negotiate an environment.		
	4.3. Feedback recorded observations to <b>others</b> .		
	4.4. Identify own contributions to supporting an individual to negotiate an environment.		
	4.5. Adapt own practice to meet the needs of the individual.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: SS OP 2.5**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 8, 9, 10, 11.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Conditions and/or disabilities</b> could include factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Resources</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• assistive technology / aids.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### LD Op 303: Promote active support

**Unit reference** D/601/7353 **Level** 3

**Credit value** 5 **GL** 36

**Unit aim** The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how <b>active support</b> translates values into <b>person-centred</b> practical action with an <b>individual</b> .	1.1. Compare the characteristics associated with active support and the <b>hotel model</b> in relation to an individual's support.		
	1.2. Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none"> <li>• promote an individual's independence</li> <li>• support informed choices</li> <li>• improve quality of life.</li> </ul>		
2. Be able to interact positively with individuals to promote participation.	2.1. Assess the <b>levels of help</b> an individual would need to participate in a range of new activities.		
	2.2. Use <b>task analysis</b> to break a range of new activities into manageable steps for an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Evaluate different ways of <b>positively reinforcing</b> an individual's participation in a range of new activities.		
	2.4. Demonstrate <b>positive interaction</b> with an individual to promote successful participation in a range of new activities.		
3. Be able to develop and implement person-centred daily plans to promote participation.	3.1. Develop daily plans with the individual and <b>others</b> to ensure a <b>valued range of activities</b> for an individual are available throughout the day, avoiding lengthy periods of <b>disengagement</b> .		
	3.2. Support the implementation of daily plans that promote an individual's participation in a range of activities.		
	3.3. Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation.		
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 <b>valued lifestyle</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD Op 303**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>Active support is referenced throughout the majority of the HSC NOS.</p> <p>Links with HSC 328, 329, 339, 344.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Active Support</b> is a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Individual</b> is someone requiring care or support.</p> <p><b>Hotel model</b> refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p><b>Levels of help</b> refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p><b>Task analysis</b> refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support.</p> <p><b>Positively reinforcing</b> refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (e.g.: Drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g.: Praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p>

	<p><b>Positive interaction</b> refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Valued range of activities</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p> <p><b>Disengagement</b> means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.</p> <p><b>Valued lifestyle</b> refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.</p>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, and 4 must be assessed in real work environment.</p>



**LD 305: Understand positive risk-taking for individuals with disabilities**

**Unit reference** J/601/6293 **Level** 3  
**Credit value** 3 **GL** 25

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand that <b>individuals</b> with disabilities have the same right as everyone else to take risks.	1.1. Explain ways in which risk is an integral part of everyday life.		
	1.2. Explain why, 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>abuse</b> , exploitation and harm in different areas of their lives.		
	4.2. Explain how to support individuals to recognise and manage potential risk in <b>different areas of their lives</b> .		
	4.3. Explain the importance of balancing the choices of the individual with their own and <b>others'</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD 305**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 3117.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Individual</b> is someone requiring care or support.</p> <p><b>Abuse</b> may include the following types:</p> <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• sexual abuse</li> <li>• emotional/psychological abuse</li> <li>• financial abuse</li> <li>• institutional abuse</li> <li>• self neglect</li> <li>• neglect by others.</li> </ul> <p><b>Different areas of their lives</b> may include: in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul>
Additional unit assessment requirements - provided with the unit.	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.



## LD Op 307: Principles of supporting individuals with a learning disability regarding sexuality and sexual health

**Unit reference** A/601/6274 **Level** 3

**Credit value** 3 **GL** 21

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain how <b>mental capacity</b> 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 <b>key features of sexual health</b> and well-being and how this relates to an individual's overall health and well-being.		
	3.2. Identify sexual health issues that differently affect men and women.		
	3.3. Explain how sexual health issues can be supported within <b>plans for health care</b> .		
	3.4. Identify local services that exist to support sexual health for individuals.		
4. Understand <b>relevant legislation</b> influencing the support of sexuality and sexual health for individuals with learning disabilities.	4.1. Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice.		
5. Know how to support the sexual expression of an individual with a learning disability.	5.1. Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities.		
	5.2. Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD Op 307**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 311, 331, 332, 356
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p>The principles of human rights underpin this unit. Where <b>mental capacity</b> is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not.</p> <p><b>Key features of sexual health</b> may include: contraception, hygiene, sexually transmitted infections etc.</p> <p><b>Plans for health care</b> – in England this refers to/ should include Health Action Plans.</p> <p><b>Relevant legislation</b> – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.</p>
Additional unit assessment requirements - provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities.		
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access.	2.1. Explain the work of <b>healthcare services</b> that an individual with learning disabilities may need to access.		
	2.2. Explain how an individual can access each type of healthcare service.		
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access.	3.1. Describe the role and responsibility of professionals working in different types of healthcare services.		
4. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities.	4.1. Explain how <b>plans for healthcare</b> can be used to support the healthcare needs of an individual with learning disabilities.		
	4.2. Explain the range of health checks available to individuals to support good health and well-being.		
	4.3. Explain the importance of routine healthcare checks.		
5. Be able to complete and review <b>plans for healthcare</b> .	5.1. Identify who needs to be involved in the process of completing and reviewing plans for healthcare.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Complete plans for healthcare with an individual or <b>significant others</b> if appropriate.		
	5.3. Review plans for healthcare with an individual or significant others if appropriate.		
6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services.	6.1. Describe barriers to accessing healthcare services that an individual with learning disabilities may experience.		
	6.2. Explain ways to overcome barriers to accessing healthcare services.		
	6.3. Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services.		
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services.	7.1. Use a <b>person-centred</b> approach to support an individual to access healthcare services.		
	7.2. Provide accessible information related to healthcare to individuals.		
	7.3. Work with <b>others</b> when supporting an individual to access healthcare services.		
	7.4. Support individuals in a range of <b>practical healthcare situations</b> .		
	7.5. Support the individual to make safe choices with regard to <b>treatments and medication</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.6. Record details of a healthcare visit in a format that an individual with learning disabilities can understand.		
	7.7. Identify an individual's needs to healthcare professionals to ensure that the service can be accessed.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 308**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 313, 330, 364
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	The principles of person centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.  <b>Healthcare services</b> may include: <ul style="list-style-type: none"> <li>• primary healthcare services</li> </ul>

	<ul style="list-style-type: none"> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare</b> – in England this refers to/ should include Health Action Plans.</p> <p><b>Others and Significant others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Practical healthcare situations</b> includes:</p> <ul style="list-style-type: none"> <li>• making and keeping a routine health check appointment</li> <li>• making a complaint about a healthcare professional</li> <li>• describing pain or other symptoms to a healthcare professional</li> <li>• spending a night in hospital and having a medical procedure.</li> </ul> <p><b>Treatments and medication</b> may include: complementary therapies, self-medicating, over the counter medicine.</p>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 5 and 7 must be assessed in a real work environment.</p>



## LD 310: Understand how to support individuals with autistic spectrum conditions

**Unit reference** T/601/5317 **Level** 3

**Credit value** 3 **GL** 28

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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, gifts and interests.		
	1.2. Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments."		
	1.3. Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum.		
	1.4. Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>individuals</b> 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 according to factors such as their gender, ethnicity and social, cultural and religious environment.		
	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/or their parent/carer/siblings/partner to understand their autistic spectrum condition.		
3. Understand different theories and concepts about autism.	3.1. Explain theories about autism related to: <ul style="list-style-type: none"> <li>• brain function and genetics</li> <li>• psychology.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Explain how the ways in which legislation and 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. Give examples of 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.		
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 <b>specific preferences and needs</b> .		
	6.2. Explain why consultation with families/parents/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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>harm</b> .		
	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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: LD 310**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit.</p>	<p>The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as ‘autism’ as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Specific preferences and needs</b> – includes: routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc.</p> <p><b>Harm</b> may include: being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing something harmful; abuse; extreme anxiety etc.</p>
<p>Additional unit assessment requirements - provided with the unit.</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>families</b> .		
	2.2. Identify challenges young people with a disability might have in 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 <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to support a young person with a disability through transition into adulthood.	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. Support a young person to explore <b>options for their future</b> .		
	4.3. Use <b>person-centred thinking</b> to identify with the young person their needs and aspirations.		
	4.4. Use person-centred thinking to develop with the young person a plan to support them through transition.		
	4.5. Involve families in the transition process according to the wishes of the young person.		
	4.6. Identify ways to provide <b>resources</b> to meet needs.		
	4.7. Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process.		
	4.8. Outline possible areas of tension and conflict that may arise during the transition into adulthood.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to support a young person to reflect on the transition.	5.1. Use <b>person-centred approaches</b> with the young person to review their transition plan and ensure it reflects their needs.		
	5.2. Support a young person to record the transition and what has happened in their life in order to plan for the future.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 311C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Health and Social Care National Occupational Standards, Skills for Care and Development, 2009: HSC 310, 329, 332, 344, LMC B3
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines</b> - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Options for their future</b> – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Resources</b> may include personal budgets, conventional services, support of family and friends.</p> <p><b>Key agencies and professionals</b> – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, citizens' advice etc.</p> <p><b>Person-centred approaches</b> - in England this will include Person-Centred Transition Plans.</p>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>



**LD 311K: Principles of supporting young people with a disability to make the transition into adulthood**

**Unit reference** M/601/7227 **Level** 3

**Credit value** 3 **GL** 30

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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, and 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 <b>families</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Identify challenges young peoples 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 <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>key agencies and professionals</b> 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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 311K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 310, 329, 332, 344, 412
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Families</b> may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p><b>Legislation and local and national practice guidelines</b> - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Key agencies and professionals</b> – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>It assesses knowledge that underpins unit LD 311S Support young people with a disability to make the transition into adulthood, and must be achieved with that unit to confirm competence.</p>



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain the benefits of providing support to families at the earliest stage possible.		
3. Be able to support parents with disabilities.	3.1. Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support.		
	3.2. Develop flexible support strategies to meet families' needs at the different stages of the child's development.		
	3.3. Implement support strategies to meet families' needs.		
	3.4. Evaluate support strategies to ensure they continue to meet the needs of the family.		
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children.	4.1. Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need.'		
	4.2. Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities.		
	4.3. Support individuals with disabilities to overcome <b>barriers</b> to successful parenting.		
	4.4. Work in a way that promotes individuals' self-determination and self-confidence in their role as parents.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances.		
5. Be able to develop positive working relationships with parents with disabilities.	5.1. Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have.		
	5.2. Use evidence based approaches in developing positive relationships with parents with disabilities.		
6. Be able to work in partnership with <b>other workers</b> , different services and informal support networks.	6.1. Plan how to involve relevant services to support parents with disabilities and/or their children.		
	6.2. Access relevant services to support parents with disabilities and/or their children.		
	6.3. Demonstrate ways of helping to create, enhance and work with informal support networks.		
7. Understand how to maintain the primary focus on safeguarding and	7.1. Explain own role and responsibilities in relation to safeguarding children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
promoting the welfare of the child.	7.2. Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary.		
	7.3. Describe the action to take in response to any concerns regarding safeguarding children.		
	7.4. Explain the types of support the child may need in his/her own right.		
	7.5. Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 312**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 333, 388, 392
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Statutory responsibilities</b> refers to those outlined in the Children Act 1989.</p> <p><b>Barriers</b> refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information.</p> <p><b>Other workers</b> would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation.</p>

**LD OP 314C: Support individuals with self-directed support**

**Unit reference** J/602/0053 **Level** 3

**Credit value** 5 **GL** 35

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>self-directed support</b> .	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support.		
	1.2. Explain the benefits of an <b>individual</b> having self-directed support.		
	1.3. Explain how <b>legislation, policy or guidance</b> underpins self-directed support.		
	1.4. Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self assessment</li> <li>• support plan</li> <li>• outcome focused review.</li> </ul>		
	1.5. Outline the possible barriers to self-directed support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to support individuals to direct their own support and develop their support plan.	2.1. Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported.		
	2.2. Explain how individuals can direct their own support if they do not have a personal budget.		
	2.3. Explain how person-centred planning can be used to inform a support plan.		
	2.4. Explain the roles of <b>others</b> who can assist individuals in developing their support plan.		
	2.5. Describe different ways that individuals can develop a support plan.		
	2.6. Describe a range of <b>person-centred thinking tools</b> that can be used to help individuals think about different ways they can spend their personal budget.		
	2.7. Describe what might be included in the costings for a support plan.		
3. Understand the different ways that individuals can use their personal budget.	3.1. Explain the different ways that individuals can use their personal budget to buy support.		
	3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain what restrictions may be imposed on personal budgets.		
	3.4. Describe the criteria that are used to sign off a support plan.		
	3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.		
4. Be able to support <b>individuals</b> to direct their support.	4.1. Support an individual to express what is important to them in how they want to be supported in the future.		
	4.2. Use <b>person-centred thinking tools</b> to support an individual to have maximum choice and control in their life.		
	4.3. Use person-centred thinking tools to support an individual to develop their support plan.		
	4.4. Support an individual to identify any <b>others</b> who could work with them to develop their support plan.		
5. Be able to support individuals to use their personal budget in different ways.	5.1. Support an individual to understand the different ways they could develop their support plan.		
	5.2. Support an individual to understand what restrictions may be imposed on their personal budget.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Support an individual to think about different options for spending their personal budget.		
	5.4. Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget.		
6. Be able to support individuals with an outcome-focused review.	6.1. Explain the process of an outcome-focused review.		
	6.2. Support an individual to prepare for an outcome-focused review.		
	6.3 Support an individual to be at the centre of the review process.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD OP 314C**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Health and Social Care National Occupational Standards, Skills for Care and Development, 2009: HSC 35.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Self-directed support</b> – puts the person in need of support in control of that support.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• plus 1 questions</li> <li>• citizenship tool</li> <li>• decision making agreement</li> <li>• presence to contribution</li> <li>• dreaming</li> <li>• community connecting related tools:               <ul style="list-style-type: none"> <li>- Who am I? My gifts and capacities</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>- Hopes and Fears</li><li>- Mapping our network</li><li>- Passion audit</li><li>- Capacity mapping</li><li>- Who am I – My places.</li></ul>
Additional unit assessment requirements - provided with the unit.	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>



## LD 314 K: Principles of self-directed support

<b>Unit reference</b>	M/601/7048	<b>Level</b>	3
<b>Credit value</b>	3	<b>GL</b>	26
<b>Unit aim</b>	The unit provides the knowledge and understanding required to support an individual to direct their own support.		

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>self-directed support</b> .	1.1. Explain the principles underpinning self-directed support and how this differs from traditional support.		
	1.2. Explain the benefits of an <b>individual</b> having self-directed support.		
	1.3. Explain how <b>legislation, policy or guidance</b> underpin self-directed support.		
	1.4. Explain what the following terms mean: <ul style="list-style-type: none"> <li>• indicative allocation</li> <li>• supported self assessment</li> <li>• support plan</li> <li>• outcome focused review.</li> </ul>		
	1.5. Outline the possible barriers to self-directed support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to support an individual to direct their own support and develop their support plan.	2.1. Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported.		
	2.2. Explain how individuals can direct their own support if they do not have a personal budget.		
	2.3. Explain how person-centred planning can be used to inform a support plan.		
	2.4. Explain the roles of <b>others</b> who can assist individuals in developing their support plan.		
	2.5. Describe different ways that individuals can develop a support plan.		
	2.6. Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget.		
	2.7. Describe what might be included in the costings for a support plan.		
3. Understand the different ways that people can use their personal budget.	3.1. Explain the different ways that individuals can use their personal budget to buy support.		
	3.2. Research innovative ways that individuals can spend their personal budget other than buying social care services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain what restrictions may be imposed on personal budgets.		
	3.4. Describe the criteria that are used to sign off a support plan.		
	3.5. Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe.		
4. Understand the outcome focused review process.	4.1. Explain the process of an outcome focused review.		
	4.2. Explain how to enable someone to prepare for their outcome focused review.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: LD 314K**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Links to HSC 35
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Self-directed support</b> – puts the person in need of support in control of that support.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Legislation, policy or guidance</b> – refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking</b> is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul>
Unit assessment guidance – provided by the sector	It assesses knowledge that underpins unit LD 314C Support individuals with self-directed support J/602/0053, and must be achieved with that unit to confirm competence.
Additional unit assessment requirements - provided with the unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

### ADV 301: Purpose and principles of Independent Advocacy

**Unit reference** M/502/3146 **Level** 3

**Credit value** 4 **GL** 25

**Unit aim** This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand independent advocacy.	1.1. Define independent advocacy.		
	1.2. Explain the limits to advocacy and boundaries to the service.		
	1.3. Identify the different steps within the advocacy process.		
	1.4. Distinguish when independent advocacy can and cannot help.		
	1.5. Identify a range of services Independent advocates commonly signpost to.		
	1.6. Explain the difference between advocacy provided by independent advocates and other people.		
2. Explain principles and values underpinning independent advocacy	2.1. Explain the key principles underpinning independent advocacy.		
	2.2. Explain why the key principles are important.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Describe the development of advocacy.	3.1. Explain the purpose of independent advocacy.		
	3.2. Identify key milestones in the history of advocacy.		
	3.3. Explain the wider policy context of advocacy.		
4. Be able to explain different types of advocacy support and their purpose.	4.1. Compare a range of advocacy models.		
	4.2. Explain the purpose of different advocacy models.		
	4.3. Identify the commonalities and differences in a range of advocacy models.		
5. Understand the roles and responsibilities of an independent advocate.	5.1. Explain roles and responsibilities within independent advocacy.		
	5.2. Describe the limits and boundaries of an independent advocate.		
	5.3. Describe the skills, attitudes and personal attributes of a good advocate.		
	5.4. Identify when and who to seek advice from when faced with dilemmas.		
6. Understand advocacy standards.	6.1. Describe a range of standards which apply to independent advocacy.		
	6.2. Explain how standards can impact on the advocacy role and service.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: ADV 301**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards – provided by the sector

HSC 23	Develop your knowledge and practice.
HSC 31	Promote effective communication for and about individuals.
H136	Communicate effectively with individuals and others.
HSC 45	Develop practices which promote choice, well-being and protection of all individuals.
HSC 335	Contribute to the protection of individuals from harm and abuse.
HSC 366	Support individuals to represent their own needs and wishes at decision making forums.
HSC 367	Help individuals identify and access independent representation and advocacy.
HSC 368	Present individuals' needs and preferences.
HSC 3111	Promote the equality, diversity, rights and responsibilities of individuals.
HSC 3199	Promote the values and principles underpinning best practice.
PE 1	Enable individuals to make health choices and decisions.



<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Additional unit assessment requirements provided with the unit.</p>	<p>The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example:</p> <p>Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.</p> <p>Simulation must be discussed and agreed in advance with the External Verifier.</p> <p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.</p> <p>Required sources of performance and knowledge evidence:</p> <p>Direct Observation is the required assessment method to be used to evidence some part of this unit.</p> <p>Other sources of performance and knowledge evidence:</p> <p>The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.</p> <ul style="list-style-type: none"><li>• work products</li><li>• professional discussion</li><li>• candidate/reflective accounts</li><li>• questions asked by assessors</li><li>• witness testimonies</li><li>• projects/assignments/RPL</li><li>• case studies.</li></ul>

### ADV 302: Providing independent advocacy support

**Unit reference** T/502/3147 **Level** 3

**Credit value** 6 **GL** 25

**Unit aim** This unit focuses on the practicalities of offering independent advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the independent advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Establish safe boundaries to maintain the advocacy relationship.	1.1. Explain the advocacy role to a range of people receiving advocacy support.		
	1.2. Conduct an introductory meeting which establishes key principles of independent advocacy.		
	1.3. Identify a range of issues that can impact on the relationship.		
	1.4. Identify limitations to the independent advocacy role.		
2. Establish the advocacy relationship.	2.1. Explain the potential benefits of advocacy to the individual.		
	2.2. Explain and establish a range of boundaries.		
	2.3. Establish if advocacy support is appropriate.		
	2.4. Establish the individual's requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Explain the complaints procedure of the advocacy service.		
3. Assist the individual receiving advocacy support to explore and make choices.	3.1. Support access to information to enable the individual to make an informed choice.		
	3.2. Support the individual to explore possible consequences of making a particular choice.		
	3.3. Distinguish between the advocate's view and the choice made by the individual.		
	3.4. Support the individual to make choices including decisions that may be considered unwise.		
	3.5. Using principles of independent advocacy, respond to individuals who choose to take risks.		
4. Construct an action plan.	4.1. Support an individual to prioritise his/her goals.		
	4.2. Agree a course of action with the individual receiving advocacy support.		
	4.3. Identify key individuals who will be involved in achieving the plan.		
	4.4. Provide ongoing feedback to the individual.		
	4.5. Review the action plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.6. Identify who to seek advice from when the action plan is threatened.		
5. Support the individual receiving advocacy support to self-advocate.	5.1. Summarise the benefits of self-advocacy.		
	5.2. Use a range of techniques to support an individual to self-advocate.		
	5.3. Take actions to help individuals achieve their goals.		
6. Act on the instruction of the person receiving advocacy support.	6.1. Identify the wishes and feelings of an individual receiving advocacy support.		
	6.2. Agree a preferred course of action.		
	6.3. Provide feedback on action taken to the individual.		
7. Review and end the advocacy relationship.	7.1. Support the individual to assess the outcomes of the advocacy relationship.		
	7.2. Support the individual to establish if further assistance is needed.		
	7.3. Decide when and how to end the advocacy relationship.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: ADV 302**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the unit	Mapped to Health and Social Care Standards.
Relationship to occupational standards – provided by the sector	<p>HSC 330: Support individuals to access and use services and facilities.</p> <p>HSC 3111: Promote the equality, diversity, rights and responsibilities of individuals.</p> <p>AHP 17: Assist and support individuals to use total communication systems.</p> <p>HSC 31: Promote effective communication for and about individuals.</p> <p>HSC 41: Use and develop methods and systems to record and report.</p> <p>HSC 366: Support individuals to represent their own needs and wishes at decision making forums.</p> <p>HSC 368: Present individuals' needs and preferences.</p> <p>CHS 99: Refer individuals to specialist services for treatment and care</p> <p>PE 1: Enable individuals to make health choices and decisions.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	<p>The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example:</p> <p>Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier.</p> <p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.</p> <p>Required sources of performance and knowledge evidence:                      Direct Observation is the required assessment method to be used to evidence some part of this unit.</p>

	<p>Other sources of performance and knowledge evidence:</p> <p>The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.</p> <ul style="list-style-type: none"><li>• work products</li><li>• professional discussion</li><li>• candidate/reflective accounts</li><li>• questions asked by assessors</li><li>• witness testimonies</li><li>• projects/assignments/RPL</li><li>• case studies.</li></ul>
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### ADV 303: Maintaining the independent advocacy relationship

**Unit reference** A/502/3148 **Level** 3

**Credit value** 6 **GL** 25

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know what to do when faced with practice dilemmas.	1.1. Identify a range of ethical and practical challenges commonly faced by advocates.		
	1.2. Develop a plan or strategy to respond to a range of challenges and threats.		
	1.3. Identify a range of people who can offer support in responding to dilemmas and threats.		
2. Deal positively with conflict.	2.1. Identify a range of situations and people where conflict may arise.		
	2.2. Develop positive strategies in resolving conflict.		
3. Maintain accurate records.	3.1. Explain the importance of writing and maintaining accurate records.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Identify a range of information which is and is not relevant.		
	3.3. Use appropriate templates to record information.		
4. Prioritise competing work commitments.	4.1. Identify essential and non essential advocacy tasks.		
	4.2. Prioritise competing commitments and tasks.		
5. Use personal value base and power appropriately.	5.1. Explain personal motivation and why the learner wants to provide independent advocacy support.		
	5.2. Identify personal values in relation to mental health, disability, human rights, participation and best interests.		
	5.3. Identify sources of personal power.		
6. Use supervision as a tool to reflect and improve practice.	6.1. Explain the purpose and function of supervision.		
	6.2. Identify methods of preparing for supervision.		
	6.3. Participate in supervision.		
	6.4. Use self reflection to explore the advocate practice.		
	6.5. Use supervision to identify opportunities to improve skills and knowledge.		
	6.6. Use supervision to explore emotional and practical challenges.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
7. Use local and national networks.	7.1. Identify the role of local and national networks.		
	7.2. Access support from local and national networks.		
	7.3. Contribute to the work of local and national networks.		
8. Respond to concerns of abuse.	8.1. Identify potential signs of child (or) adult abuse		
	8.2. Explain child (or) adult protection procedures.		
	8.3. Use the advocacy organisation's protection policy to respond to concerns of abuse.		
	8.4. Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes.		
	8.5. Support the individual to uphold their right to be heard.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: ADV 303**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:	Date:
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the unit	Mapped to Health and Social Care Standards.
Relationship to occupational standards – provided by the sector	HSC 3111: Promote the equality, diversity, rights and responsibilities of individuals. HSC 22: Support the health and safety of yourself and individuals. GEN 12: Reflect on and evaluate your own values, priorities, interests and effectiveness. HSC 23: Develop your knowledge and practice. H136: Communicate effectively with individuals and others. HSC 335: Contribute to the protection of individuals from harm and abuse. HSC 368: Present individuals' needs and preferences. HSC 45: Develop practices which promote choice, well-being and protection of all individuals.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	<p>The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example:</p> <p>Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier.</p> <p>The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.</p> <p>Required sources of performance and knowledge evidence:</p> <p>Direct Observation is the required assessment method to be used to evidence some part of this unit.</p>

	<p>Other sources of performance and knowledge evidence:</p> <p>The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.</p> <ul style="list-style-type: none"><li>• work products</li><li>• professional discussion</li><li>• candidate/reflective accounts</li><li>• questions asked by assessors</li><li>• witness testimonies</li><li>• projects/assignments/RPL</li><li>• case studies.</li></ul>
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## CMH 301: Understand mental well-being and mental health promotion

**Unit reference** F/602/0097 **Level** 3

**Credit value** 3 **GL** 14

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.3. Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health: <ul style="list-style-type: none"> <li>• risk factors including inequalities, poor quality social relationships</li> <li>• protective factors including socially valued roles, social support and contact.</li> </ul>		
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 Evaluate 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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: CMH 301**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	This unit has links to HSC 3112, HSC 3119 and MH 25.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	Learning outcome 1, assessment criteria 1 requires learners to ‘explain the range of factors that may influence mental well-being and mental health problems <i>across the life span</i> ’. The qualification is aimed at those working with people aged 18 to 65 years but 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 adulthood on their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.



## CMH 302: Understand mental health problems

**Unit reference** J/602/0103 **Level** 3

**Credit value** 3 **GL** 14

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main forms of mental ill health.	1.1. Describe the main 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 two alternative frameworks for understanding mental distress.		
	1.4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know the impact of mental ill health on individuals and others in their social network.	2.1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.		
	2.2. Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> <li>• psychological and emotional</li> <li>• practical and financial</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>		
	2.4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CMH 302**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards

This unit has links to HSC 3111 and MH14.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements – provided with the unit.

In learning outcome 1, assessment criterion 1 learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.



## DEM 301: Understand the process and experience of dementia

**Unit reference** J/601/3538

**Level** 3

**Credit value** 3

**GL** 22

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the neurology of dementia.	1.1. Describe a range of causes of <b>dementia syndrome</b> .		
	1.2. Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia.		
	1.3. Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		
	2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> <li>• the individual</li> <li>• their family and friends.</li> </ul>		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the individual and their <b>carers</b> .		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 301**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	N/A
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Dementia syndrome:</b> Dementia caused by a combination of conditions, sometimes called a mixed dementia.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Carers</b> e.g.:</p> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours.</li> </ul>
Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.



**DEM 310: Understand the diversity of individuals with dementia and the importance of inclusion**

**Unit reference** Y/601/3544 **Level** 3

**Credit value** 3 **GL** 23

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• diversity</li> <li>• anti-discriminatory practice</li> <li>• anti-oppressive practice.</li> </ul>		
	1.2. Explain why it is important to recognise and respect an <b>individual's heritage</b> .		
	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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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: <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• at the end of life.</li> </ul>		
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 <b>others</b> understand the principles of person-centred care.		
	3.4. Identify practical ways of helping the individual with dementia maintain their identity.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 310**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 21, 24, 31, 35, 41, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Heritage:</b> This refers to an individual's culture, history and personal experiences and is unique to them.</p> <p><b>Others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

### HSC 3003: Provide support to maintain and develop skills for everyday life

**Unit reference** L/601/8028 **Level** 3

**Credit value** 4 **GL** 28

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of supporting skills for everyday life.	1.1. Compare methods for developing and maintaining skills for everyday life.		
	1.2. Analyse reasons why <b>individuals</b> may need support to maintain, regain or develop skills for everyday life.		
	1.3. Explain how maintaining, regaining or developing skills can benefit individuals.		
2. Be able to support individuals to plan for maintaining and developing skills for everyday life.	2.1. Work with an individual and <b>others</b> to identify skills for everyday life that need to be supported.		
	2.2. Agree with the individual a <b>plan</b> for developing or maintaining the skills identified.		
	2.3. Analyse possible sources of conflict that may arise when planning and ways to resolve them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>active participation</b> .		
	3.2. Give positive and constructive feedback to the individual during activities to develop or maintain their skills.		
	3.3. Describe actions to take if an individual becomes distressed or unable to continue.		
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 <b>agreed ways of working</b> .		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3003**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 344
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• advocates</li> <li>• team members</li> <li>• line manager</li> <li>• specialists</li> <li>• others who are important to the individual's well-being.</li> </ul> <p>The <b>plan</b> may include:</p> <ul style="list-style-type: none"> <li>• goals (short, medium and long term)</li> <li>• the type and level of support needed to achieve goals</li> <li>• roles and responsibilities</li> <li>• ways to address any associated risks</li> <li>• ways to monitor the plan.</li> </ul>
	<p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

**HSC 3004: Facilitate learning and development activities to meet individual needs and preferences**

**Unit reference** L/601/8644 **Level** 3

**Credit value** 5 **GL** 35

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role of <b>learning and development activities</b> in meeting individual needs.	1.1. Describe the benefits to <b>individuals</b> 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.		
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 <b>others</b> with information on possible learning or development activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>plan</b> for implementing the programme of activities.		
	3.3. Assess risks in line with <b>agreed ways of working.</b>		
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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>active participation</b> .		
	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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** HSC 3004  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 351
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Learning and development activities</b> may include:</p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• advocates</li> <li>• line manager</li> <li>• specialists</li> <li>• others who are important to the individual’s well-being.</li> </ul> <p>A <b>plan</b> for a learning or development activity may include:</p> <ul style="list-style-type: none"> <li>• the purpose of the activity</li> <li>• how the activity will be implemented</li> </ul>

	<ul style="list-style-type: none"> <li>• timescales for implementation</li> <li>• the roles and responsibilities of those involved</li> <li>• the level and type of support required</li> <li>• resources or equipment needed</li> <li>• ways to minimise risks.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

### HSC 3012: Prepare to support individuals within a shared lives arrangement

**Unit reference** M/601/9611 **Level** 3

**Credit value** 4 **GL** 31

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how <b>shared lives arrangements</b> can benefit individuals.	1.1. Describe the potential benefits to individuals of being supported through a shared lives arrangement.		
	1.2. Explain how a shared lives arrangement can promote person-centred support that enables individuals to take responsibility for decisions about their lives and actions.		
2. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals.	2.1. Establish with the people organising the provision of a shared lives arrangement the information and support required by <b>key people</b> and self.		
	2.2. Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement.		
3. Be able to address the potential impact on key people of providing a shared lives arrangement.	3.1. Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual.		
	3.2. Establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual.		
	3.3. Agree any changes required in order to provide a shared lives arrangement for individuals.		
	3.4. Identify with key people strategies for dealing with any potential areas of conflict.		
4. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement.	4.1. Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement.		
	4.2. Investigate ways to fill gaps in own knowledge, understanding and skills.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3012**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 333.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Shared lives arrangements</b> may include:</p> <ul style="list-style-type: none"> <li>• long term accommodation support</li> <li>• short breaks</li> <li>• day time support</li> <li>• kinship support</li> <li>• adult placement (Wales).</li> </ul> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• those who share the learner’s home</li> <li>• members of learner’s extended family</li> <li>• learner’s social networks</li> <li>• others who may be involved in the shared lives arrangement.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### HSC 3013: Support individuals to access and use services and facilities

**Unit reference** F/601/7927 **Level** 3

**Credit value** 4 **GL** 25

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors that influence individuals' access to services and facilities.	1.1. Describe how accessing a range of <b>services and facilities</b> can be beneficial to an <b>individual's</b> 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 <b>information</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		





**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3013**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 330.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Services and facilities</b> may include:</p> <ul style="list-style-type: none"> <li>• services provided within an individual's home</li> <li>• services to enable an individual to meet their social care needs</li> <li>• community facilities.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Information</b> to be challenged may include information that is:</p> <ul style="list-style-type: none"> <li>• misleading</li> <li>• inaccurate</li> <li>• discriminatory</li> <li>• inaccessible</li> <li>• excluding individuals.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a</p>

	real work environment.
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### HSC 3014: Provide support for individuals within a shared lives arrangement

**Unit reference** J/601/9601 **Level** 3

**Credit value** 5 **GL** 35

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual.	1.1. Explain the importance of 'getting to know' the individual.		
	1.2. Identify sources of information that can inform the process.		
	1.3. Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences.		
2. Be able to identify how an individual's needs can be met through a shared lives arrangement.	2.1. Work with the individual and others to assess how identified requirements can be met within the <b>shared lives arrangement</b> .		
	2.2. Work with the individual and others to identify factors that may affect the individual's integration into the home environment.		
3. Know how to address potential power imbalances in a shared lives arrangement.	3.1. Explain how sharing own home may create a sense of power imbalance between an individual, self and <b>key people</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Identify ways that potential power imbalances may be addressed to promote full membership of the household.		
	3.3. Identify strategies that could be used to address conflicts and disagreements.		
4. Be able to assist individuals to adjust to the home environment.	4.1. Provide a welcoming and supportive environment for an individual with the help of key people.		
	4.2. Provide opportunities for the individual to meet and get to know key people.		
	4.3. Support the individual to settle into the home environment.		
	4.4. Support the individual to communicate their thoughts and feelings about sharing the home environment.		
	4.5. Describe actions to take if an individual is distressed.		
	4.6. Provide opportunities for the individual's continued personal and social development.		
5. Be able to support key people to adjust to a shared lives arrangement.	5.1. Establish with key people any adjustments that might need to be made to support an individual within the home.		
	5.2. Establish strategies to deal with any conflict and disagreements that may arise.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties.		
	5.4. Describe ways to balance the needs of key people and the individual.		
	5.5. Support key people to participate in the shared lives arrangement.		
6. Be able to contribute to on-going review of the shared lives arrangement.	6.1. Provide regular feedback on the shared lives arrangement in line with <b>agreed ways of working</b> .		
	6.2. Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3014**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 334
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Shared lives arrangements</b> may include:</p> <ul style="list-style-type: none"> <li>• long term accommodation support</li> <li>• short breaks</li> <li>• day time support</li> <li>• kinship support</li> <li>• adult placement (Wales).</li> </ul> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• those who share the learner’s home</li> <li>• members of learner’s extended family</li> <li>• learner’s social networks</li> <li>• others who may be involved in the shared lives arrangement.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.</p>

### HSC 3019: Support individuals in their relationships

**Unit reference** R/601/8578 **Level** 3

**Credit value** 4 **GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships.	1.1. Analyse reasons why <b>individuals</b> may find it difficult to establish or maintain <b>relationships</b> .		
	1.2. Describe types of legal restriction or requirement that may affect individuals' relationships.		
	1.3. Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided.		
	1.4. Explain the importance of ensuring privacy and confidentiality when providing support for relationships.		
2. Be able to support individuals to identify beneficial relationships.	2.1. Support an individual to understand the likely benefits of positive relationships.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Support the individual to recognise when a relationship may be detrimental or harmful.		
	2.3. Work with the individual to identify specific relationships that are likely to be beneficial to them.		
3. Be able to support individuals to develop new relationships.	3.1. Describe types of support and information an individual may need in order to extend their social network.		
	3.2. Establish with an individual the type and level of support needed to develop a new relationship.		
	3.3. Provide agreed support and information to develop the relationship.		
	3.4. Encourage continued participation in actions and activities to develop the relationship.		
4. Be able to support individuals to maintain existing relationships.	4.1. Describe types of support an individual may need in order to maintain an existing relationship with family or friends.		
	4.2. Establish with an individual the type and level of support needed to maintain the relationship.		
	4.3. Provide agreed support to maintain the relationship.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to work with individuals to review the support provided for relationships.	5.1. Establish with the individual the criteria for evaluating how effective support for a relationship has been.		
	5.2. Collate <b>information</b> about the relationship and the support provided.		
	5.3. Work with the individual and <b>others</b> to review and revise the support provided.		
	5.4. Report and record in line with <b>agreed ways of working</b> .		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3019**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 331
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Relationships</b> may include:</p> <ul style="list-style-type: none"> <li>• family relationships</li> <li>• friendships</li> <li>• social networks.</li> </ul> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• feedback from the individual and others</li> <li>• observations</li> <li>• records.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.</p>

### HSC 3023: Support individuals to manage their finances

**Unit reference** D/601/7904 **Level** 3

**Credit value** 3 **GL** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to access information and advice about financial affairs.	1.1. Identify sources of information and advice about <b>methods and services for managing personal finances</b> .		
	1.2. Identify sources of information and advice about benefits and allowances.		
	1.3. Describe the role of <b>others</b> who may be involved in supporting individuals to manage their own finances.		
	1.4. Describe how and when to access specialist expertise about managing financial affairs.		
	1.5. Explain how to access advice on safeguarding against financial abuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to provide support for individuals to manage their finances.	2.1. Identify legislation, codes of practice and <b>agreed ways of working</b> that apply when providing support to manage financial affairs.		
	2.2. Work with the <b>individual</b> to identify the skills they have for managing their own finances.		
	2.3. Identify an individual's preferred methods and services for managing their finances.		
	2.4. Provide support for managing finances in a way that promotes <b>active participation</b> and safeguards the individual.		
	2.5. Contribute to records and reports about finances in line with agreed ways of working.		
3. Be able to contribute to applying for financial assistance.	3.1. Provide support for an individual to check the benefits and allowances to which they are entitled.		
	3.2. Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation.		
4. Be able to contribute to reviewing support for managing finances.	4.1. Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Work with the individual to evaluate methods, services and support for managing finances.		
	4.3. Agree with the individual any changes to methods, services and support for managing finances.		
	4.4. Provide feedback to an organisation or agency about the effectiveness of financial information or support.		
	4.5. Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3023**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 345.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Methods and services for managing personal finances</b> may include those for:</p> <ul style="list-style-type: none"> <li>• budgeting</li> <li>• tracking income and expenditure</li> <li>• making payments</li> <li>• keeping money safely</li> <li>• managing debts</li> <li>• keeping financial records.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist and will indicate where others need to be involved</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• professionals</li> <li>• others who are important to the individual’s well-being.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care &amp; Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### HSC 3027: Support individuals to access housing and accommodation services

**Unit reference** K/601/7906 **Level** 3

**Credit value** 4 **GL** 24

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>individual</b> 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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>plan</b> 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. Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1. Work with the individual and <b>others</b> to: <ul style="list-style-type: none"> <li>• monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>• identify any additional support needed.</li> </ul>		
	6.2. Consult with others about any problems and proposed solutions.		
	6.3. Record and report on the review in line with <b>agreed ways of working</b> .		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3027**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 349.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p>A <b>plan</b> may include:</p> <ul style="list-style-type: none"> <li>• realistic and achievable goals</li> <li>• actions the individual will take</li> <li>• the level and type of support required</li> <li>• roles and responsibilities</li> <li>• timescales</li> <li>• how and when progress towards goals will be reviewed.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers</li> <li>• friends and relatives</li> <li>• professionals</li> <li>• others who are important to the individual’s well-being.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment.</p>

### HSC 3029: Support individuals with specific communication needs

**Unit reference** T/601/8282 **Level** 3

**Credit value** 5 **GL** 35

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand specific communication needs and factors affecting them.	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 <b>aids</b> to support individuals to communicate.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Describe the potential effects on an <b>individual</b> of having unmet communication needs.		
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them.	2.1. Work in partnership with the individual and <b>others</b> 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.		
3. Be able to interact with individuals using their preferred communication.	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.		
4. Be able to promote communication between individuals and others.	4.1. Support the individual to develop communication methods that will help them to understand others and be understood by them.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
5. Know how to support the use of communication technology and aids.	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.		
6. Be able to review an individual's communication needs and the support provided to address them.	6.1. Collate <b>information</b> 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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3029**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 369, HSC 370.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone with specific communication needs who requires care or support.</p> <p><b>Aids</b> may include:</p> <ul style="list-style-type: none"> <li>• technological aids</li> <li>• human aids.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• advocates</li> <li>• specialist communication professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• records</li> <li>• feedback from the individual and others.</li> </ul>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.</p>

**HSC 3033: Support individuals during a period of change**

**Unit reference** M/601/7907 **Level** 3

**Credit value** 4 **GL** 29

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand reasons for and responses to change.	1.1. Describe <b>types of change</b> that may occur in the course of an <b>individual's</b> 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 <b>others</b> 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 <b>plan</b> how to adapt to or manage the change.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>active participation</b> .		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3033**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 382: Support individuals to prepare for, adapt to and manage change.
<b>Guidance for developing assessment arrangements for the unit:</b>	

<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Types of change</b> include changes that are:</p> <ul style="list-style-type: none"> <li>• positive</li> <li>• negative</li> <li>• chosen</li> <li>• unchosen</li> <li>• temporary</li> <li>• permanent.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p>
	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers</li> <li>• friends and relatives</li> <li>• professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> <p>The <b>plan</b> to manage a change may incorporate:</p> <ul style="list-style-type: none"> <li>• the individual's preferences associated with the change</li> <li>• existing skills or knowledge the individual has that will help them manage the change</li> <li>• new skills or knowledge the individual may need to develop in order to manage the change</li> <li>• resources and expertise for managing the change that exist within the individual's personal network</li> <li>• additional resources, support or expertise needed</li> <li>• ways to address risks that may arise from a change.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### HSC 3034: Support individuals to prepare for and settle in to new home environments

**Unit reference** T/601/7908 **Level** 3

**Credit value** 3 **GL** 23

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors affecting a <b>move to a new home environment</b> .	1.1. Identify reasons why <b>individuals</b> may move to a new home environment.		
	1.2. Explain the effects that moving may have on an individual and their personal relationships.		
	1.3. Analyse strategies that can help a move to go smoothly.		
2. Be able to support individuals to prepare to move into new home environments.	2.1. Access information and advice to support an individual to move and settle into a new home environment.		
	2.2. Provide an individual and <b>others</b> with information about the proposed new home environment.		
	2.3. Work with the individual and others to <b>plan</b> for the move.		
	2.4. Support the individual to express their feelings about the move and any concerns they may have.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5. Demonstrate strategies to address concerns.		
3. Be able to support individuals to settle into new home environments.	3.1. Support the individual to familiarise themselves with the new environment and living arrangements.		
	3.2. Support the individual to explore opportunities to: <ul style="list-style-type: none"> <li>• maintain existing social networks</li> <li>and/or</li> <li>• create new social networks.</li> </ul>		
	3.3. Support the individual to adjust to living with new people or to living alone.		
	3.4. Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment.		
4. Be able to support individuals to review the impact of new home environments.	4.1. Work with the individual and others to agree a process to review the move.		
	4.2. Work with the individual to review positive and negative effects of the move.		
	4.3. Work with the individual and others to plan how to maintain benefits of the move and address any difficulties.		
	4.4. Agree any additional resources, facilities and support required.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Record and report on the outcomes of the move, in line with <b>agreed ways of working</b> .		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3034**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 383
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>A move to a new home environment</b> may include:</p> <ul style="list-style-type: none"> <li>• temporary moves</li> <li>• permanent moves</li> <li>• home to residential care</li> <li>• hospital to home</li> <li>• ward to ward</li> <li>• homelessness to hostel</li> <li>• residential care to independent living</li> <li>• home to sheltered accommodation.</li> </ul> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• carers</li> <li>• friends and relatives</li> <li>• professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> <p>The <b>plan</b> to prepare for a move will incorporate:</p> <ul style="list-style-type: none"> <li>• the individual's views, feelings, preferences and priorities relating to the move</li> <li>• ways to identify and address any risks associated with the move</li> <li>• ways to address any special support requirements</li> <li>• ways to ensure that any legal requirements are met</li> <li>• timescales for the move.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

### HSC 3038: Work in partnership with families to support individuals

**Unit reference** H/601/8147 **Level** 3

**Credit value** 4 **GL** 27

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand partnership working with families.	1.1. Analyse the contribution of families to the care and/or support of <b>individuals</b> .		
	1.2. Identify factors that may affect the level of involvement of family members in care and/or support.		
	1.3. Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals.		
	1.4. Explain how the attitudes of a worker affect partnership working with families.		
2. Be able to establish and maintain positive relationships with families.	2.1. Interact with family members in ways that respect their culture, experiences and expertise.		
	2.2. Demonstrate dependability in carrying out actions agreed with families.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Describe principles for addressing dilemmas or conflicts that may arise in relationships with families.		
3. Be able to plan shared approaches to the care and support of individuals with families.	3.1. Agree with the individual, family members and <b>others</b> the proposed outcomes of partnership working with a family.		
	3.2. Clarify own role, role of family members, and roles of others in supporting the individual.		
	3.3. Support family members to understand person centred approaches and <b>agreed ways of working</b> .		
	3.4. Plan ways to manage risks associated with sharing care or support.		
	3.5. Agree with the individual and family members processes for monitoring the shared support plan.		
4. Be able to work with families to access support in their role as carers.	4.1. Work with family members to identify the support they need to carry out their role.		
	4.2. Provide accessible information about available <b>resources</b> for support.		
	4.3. Work with family members to access resources.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to exchange and record information about partnership work with families.	5.1. Exchange information with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences.</li> </ul>		
	5.2. Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working.</li> </ul>		
6. Be able to contribute to reviewing partnership work with families.	6.1. Agree criteria and processes for reviewing partnership work with families.		
	6.2. Agree criteria and processes for reviewing support for family members.		
	6.3. Encourage the individual and family members to participate in the review.		
	6.4. Carry out own role in the review of partnership working.		
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3038**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 387 and 388.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• organisations providing support to family members</li> <li>• other professionals.</li> </ul> <p><b>Resources</b> may include:</p> <ul style="list-style-type: none"> <li>• materials and equipment</li> <li>• training</li> <li>• financial support</li> <li>• transport</li> <li>• support groups</li> <li>• therapeutic services</li> <li>• other professionals.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where they exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed</p>

	in a real work environment.
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**HSC 3045: Promote positive behaviour**

**Unit reference** F/601/3764 **Level** 3

**Credit value** 6 **GL** 44

**Unit aim** The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		
	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 <b>challenging behaviour</b> .		
	1.6. Describe safeguards that must be in place if restrictive physical interventions are used.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the context and use of proactive and reactive strategies.	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 and 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 <b>individual's well-being</b> of using reactive rather than proactive strategies.		
3. Be able to promote positive behaviour.	3.1. Explain how a range of <b>factors</b> 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 behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Demonstrate how to model to others best practice in promoting positive behaviour.		
4. Be able to respond appropriately to incidents of challenging behaviour.	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.		
5. Be able to support individuals and others following an incident of challenging behaviour.	5.1. Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2. Describe how an individual can be supported to reflect on an incident including: <ul style="list-style-type: none"> <li>• how they were feeling at the time prior to and directly before the incident</li> <li>• their behaviour</li> <li>• the consequence of their behaviour</li> <li>• how they were feeling after the incident.</li> </ul>		
	5.3. Describe the complex feelings that may be experienced by <b>others</b> involved in 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.		
6. Be able to review and revise approaches to promoting positive behaviour.	6.1. Work with others to analyse the <b>antecedent, behaviour and consequences</b> of an incident of challenging behaviour.		
	6.2. Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3. Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3045**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 326, 337 and 398.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Challenging behaviour</b> may include behaviours that are:</p> <ul style="list-style-type: none"> <li>• repetitive / obsessive</li> <li>• withdrawn</li> <li>• aggressive</li> <li>• self-injurious</li> <li>• disruptive</li> <li>• anti-social or illegal</li> <li>• verbally abusive.</li> </ul> <p><b>Individual</b>                      A child, young person or adult accessing a service.</p> <p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul>

	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• environment</li> <li>• power imbalance</li> <li>• excessive demands</li> <li>• boredom</li> <li>• inconsistent approaches</li> <li>• lack of boundaries or goals</li> <li>• emotional expression</li> <li>• sensory needs</li> <li>• physical health</li> <li>• mental health</li> <li>• an individual's past experiences</li> <li>• age and gender.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• colleagues</li> <li>• families or carers</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Antecedent, behaviour and consequences:</b></p> <ul style="list-style-type: none"> <li>• <b>Antecedent</b> is what happens before the behaviour.</li> <li>• <b>Behaviour</b> is the actions that are perceived as challenging behaviour or unwanted.</li> <li>• <b>Consequences</b> are what happened as a result of the behaviour.</li> </ul>
<p>Additional unit assessment requirements provided with the unit.</p>	<p>This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in real work environment.</p>

### HSC 3056: Support families in maintaining relationships in their wider social structures

**Unit reference** K/601/9185 **Level** 3

**Credit value** 4 **GL** 33

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of social interactions and relationships for families of people with specific needs.	1.1. Explain why social contacts are important and should be encouraged.		
	1.2. Analyse the effects of isolation.		
	1.3. Evaluate sources of information on social structures.		
2. Understand the issues surrounding discrimination.	2.1. Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination.		
	2.2. Analyse the forms which discrimination may take.		
	2.3. Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to support families to access opportunities for social contact within their wider social structures.	3.1. Engage with a family in a way that encourages trust and mutual respect.		
	3.2. Identify opportunities for social contact in a family's environment.		
	3.3. Encourage a family to seek out services within their community.		
	3.4. Support a family to use available services in the community.		
4. Be able to support families to maintain social contacts within their wider social structures.	4.1. Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts.		
	4.2. Provide a family with opportunities to discuss their experiences of maintaining relationships.		
	4.3. Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination.		
	4.4. Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values.		
	4.5. Support a family in challenging any discrimination and barriers within services in their community.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.6. Support a family in making any transitions when services become unavailable or no longer meet their needs.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** HSC 3056  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 390 (MH 12)
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Learning outcomes 3 and 4 must be assessed in a real work environment.

**HSC 3058: Enable individuals with behavioural difficulties to develop strategies to change their behaviour**

**Unit reference** L/601/9034 **Level** 3

**Credit value** 8 **GL** 41

**Unit aim** This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>methods and approaches</b> available to help an individual change their behaviour.		
2. Understand the factors that influence behaviour.	2.1. Explain how different <b>factors relating to the individual</b> 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 <b>others</b> when working on behaviour management.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.7. Record the individual's agreement and motivation to change their behaviour in line with <b>agreed ways of working</b> .		
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3058**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 396 (MH45) / HSC 397 (MH27)-partially
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Methods and approaches</b> include:</p> <ul style="list-style-type: none"> <li>• motivational interviewing</li> <li>• cognitive behavioural therapy</li> <li>• solution focused therapy</li> <li>• adult learning methods.</li> </ul> <p><b>Factors relating to the individual</b> may include:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• gender</li> <li>• beliefs</li> <li>• personality</li> <li>• illness</li> <li>• side effects of medication.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• other health and social care workers</li> <li>• others who are important to the individual's well-being.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>

### HSC 3065: Implement the positive behavioural support model

**Unit reference** T/601/9738 **Level** 4

**Credit value** 8 **GL** 61

**Unit aim** This unit is aimed at those working with individuals who have complex needs / continuing health care / severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of the <b>Positive Behavioural Support</b> model.	1.2. Explain how Positive Behavioural Support has been influenced by: <ul style="list-style-type: none"> <li>• <b>Applied Behaviour Analysis (ABA)</b></li> <li>• <b>Social Role Valorisation (SRV).</b></li> </ul>		
	1.2. Summarise current legislation and policy guidance relating to Positive Behavioural Support.		
2. Understand the term 'challenging behaviour.'	2.1. Define the term ' <b>challenging behaviour.</b> '		
	2.2. Explain the reasons for the term challenging behaviour coming into use.		
	2.3. Analyse key <b>factors</b> that lead to a behaviour being defined as challenging.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the context in which challenging behaviour occurs.	3.1. Summarise key <b>environmental risk factors</b> for challenging behaviours.		
	3.2. Explain how slow and fast <b>triggers</b> contribute to challenging behaviour.		
	3.3. Analyse the role of <b>reinforcement</b> in maintaining behaviour.		
	3.4. Explain the <b>time intensity model</b> .		
4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour.	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 <b>structured method</b> .		
	4.4. Identify environmental risk factors for an individual's challenging behaviour.		
	4.5. Identify possible slow and fast triggers for an individual's challenging behaviour.		
	4.6. Identify factors that may contribute to reinforcement of an individual's challenging behaviour.		
	4.7. Evaluate the importance of <b>functional analysis</b> in effective person-centred behavioural intervention for individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand the key characteristics of Positive Behavioural Support.	5.1. Describe the key characteristics of Positive Behavioural Support.		
	5.2. Explain the role within Positive Behavioural Support of: <ul style="list-style-type: none"> <li>• <b>primary prevention</b> strategies</li> <li>• <b>secondary prevention</b> strategies</li> <li>• <b>non-aversive reactive</b> strategies.</li> </ul>		
	5.3. Explain the importance of <b>social validity</b> in the Positive Behavioural Support model.		
6. Be able to implement primary prevention strategies.	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 <b>positive interaction</b> in primary prevention for individuals.		
	6.4. Positively interact with an individual by providing the <b>level of help</b> and reinforcement that enables them to participate in an activity.		
	6.5. Use effective communication with an individual to promote positive behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.6. Evaluate the social validity of an agreed primary prevention strategy for an individual.		
7. Be able to use a person-centred approach to develop plans that promote participation.	7.1. Explain how <b>Active Support</b> 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. <b>Review</b> 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.		
8. Be able to implement secondary prevention strategies.	8.1. Summarise key secondary prevention strategies.		
	8.2. Explain when secondary prevention strategies should be used with individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
9. Be able to implement non aversive reactive strategies.	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 <b>post-incident support</b> .		
	9.7. Identify own preferred post-incident support.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
10. Be able to understand and implement <b>Positive Behavioural Support Plans</b> .	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: HSC 3065**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 326, 337 and 398.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Positive Behavioural Support</b>                      An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.</p> <p><b>Applied Behaviour Analysis (ABA)</b>                      A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.</p> <p><b>Social Role Valorisation (SRV)</b>                      Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.</p> <p><b>Challenging behaviour</b> may include behaviours that are:</p> <ul style="list-style-type: none"> <li>• repetitive / obsessive</li> <li>• withdrawn</li> <li>• aggressive</li> <li>• self-injurious</li> <li>• disruptive</li> <li>• anti-social or illegal</li> <li>• verbally abusive.</li> </ul> <p><b>Factors</b> that lead to behaviour being defined as challenging may include:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• competence and capacity of settings</li> <li>• social norms</li> <li>• frequency, intensity and duration of the behaviour</li> <li>• ability to communicate effectively</li> </ul> <p><b>Environmental risk factors</b> will include features that are physical or social, such as:</p>

	<ul style="list-style-type: none"><li>• uncomfortable levels of stimulation (e.g.: too busy, boring)</li><li>• institutional-style setting (e.g.: block treatment, rigid routines)</li><li>• poor service organisation (e.g.: inexperienced carers)</li><li>• inappropriate social environment (e.g.: overly restrictive, limited choice)</li><li>• environmental pollutants (e.g.: temperature, noise levels).</li></ul> <p><b>Triggers</b> are factors that make challenging behaviours more likely to occur. They include:</p> <ul style="list-style-type: none"><li>• slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours, but still affect whether these behaviours are performed.</li><li>• fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.</li></ul> <p><b>Reinforcement</b> strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want while negative reinforcement works because individuals get rid of things that they don't like.</p> <p><b>Time intensity model</b> The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.</p> <p><b>Functional analysis</b> The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.</p> <p><b>Structured methods</b> Measures for monitoring and recording behaviour; may include:</p> <ul style="list-style-type: none"><li>• abc charts</li><li>• scatter plots</li><li>• incident forms</li><li>• behavior monitoring forms</li><li>• direct observation.</li></ul>
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	<p><b>Primary prevention</b> Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.</p> <p><b>Secondary prevention</b> Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.</p> <p><b>Non-aversive reactive strategies</b> are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.</p> <p><b>Social validity</b> refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.</p> <p><b>Positive interaction</b> concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.</p> <p><b>Levels of help</b> Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p><b>Active Support</b> A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.</p> <p><b>Review</b> should take place involving the individual as much as is possible.</p> <p><b>Post-incident support</b> may include:</p> <ul style="list-style-type: none"><li>• emotional support</li></ul>
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	<ul style="list-style-type: none"> <li>• time away from the setting</li> <li>• first aid</li> <li>• quiet time</li> <li>• space</li> <li>• temporary redeployment</li> <li>• additional training</li> <li>• personal reflection</li> <li>• counselling</li> <li>• opportunity to express feelings.</li> </ul> <p><b>Positive Behaviour Support Plan</b>          A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.</p>
<p>Unit assessment requirements – provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess 6.2, 8.5 and 9.5 if real work assessment is not possible.</p>



### HSC 3066: Support positive risk taking for individuals

**Unit reference** L/601/9549 **Level** 3

**Credit value** 4 **GL** 32

**Unit aim** This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support positive risk-taking to benefit individuals.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of risk taking in everyday life.	1.1. Explain ways in which risk is an integral part of everyday life.		
	1.2. Explain why <b>individuals</b> may 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain how a service focused approach to risk assessment would differ from a person-centred approach.		
	2.4. Identify the consequences for individuals of a service focused approach to risk-assessment.		
3. Understand the legal and policy framework underpinning an individual's 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.		
	3.2. Describe how a human rights based approach supports an individual to make decisions and take risks.		
4. Be able to support individuals to make decisions about risks.	4.1. Support an individual to recognise potential risk in <b>different areas of their life.</b>		
	4.2. Support the individual to balance choices with their own and <b>others'</b> health, safety and well-being.		
	4.3. Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks.		
	4.4. Record all discussions and decisions made relating to supporting the individual to take risks.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to support individuals to take risks.	5.1. Complete a risk assessment with an individual following <b>agreed ways of working</b> .		
	5.2. Communicate the content of the risk assessment to others.		
	5.3. Support the individual to take the risk for which the assessment has been completed.		
	5.4. Review and revise the risk assessment with the individual.		
	5.5. Evaluate with the individual how taking the identified risk has contributed to their well-being.		
6. Understand duty of care in relation to supporting positive risk-taking.	6.1. Explain how the principle of duty of care can be maintained while supporting individuals to take risks.		
	6.2. Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: HSC 3066**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	HSC 3117.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Different areas of their life</b> may include:</p> <ul style="list-style-type: none"> <li>• health</li> <li>• social</li> <li>• financial.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• families or carers</li> <li>• friends</li> <li>• other professionals</li> <li>• members of the public</li> <li>• advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>



### PD OP 3.1: Understand physical disability

**Unit reference** J/601/6150 **Level** 3

**Credit value** 3 **GL** 22

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of differentiating between the individual and the disability.	1.1. Explain the importance of recognising the centrality of the <b>individual</b> 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: <ul style="list-style-type: none"> <li>● <b>congenital</b></li> <li>● <b>acquired</b></li> <li>● <b>neurological.</b></li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Compare a congenital disability with a neurological disability, including causes.		
	2.4. Explain the emotional impact of a <b>progressive</b> 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 <b>life choices</b> .		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: PD OP 3.1**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>The <b>individual</b> is the person requiring care or support.</p> <p><b>Congenital</b> can include:</p> <ul style="list-style-type: none"> <li>• Cerebral palsy</li> <li>• Cystic fibrosis</li> <li>• Spina bifida</li> <li>• Congenital heart conditions</li> <li>• Muscular dystrophy</li> <li>• Congenital hip disorder.</li> </ul> <p><b>Acquired</b> disabilities can include:</p> <ul style="list-style-type: none"> <li>• Arthritis</li> <li>• Rheumatism</li> <li>• Cardiac conditions</li> <li>• Pulmonary conditions from work conditions or smoking e.g.: emphysema, pulmonary fibrosis.</li> </ul> <p><b>Neurological</b> conditions can include:</p> <ul style="list-style-type: none"> <li>• Multiple sclerosis</li> <li>• Parkinson’s Disease</li> <li>• Stroke.</li> </ul> <p><b>Progressive</b> can also include neurological and some congenital conditions:</p> <ul style="list-style-type: none"> <li>• Motor Neurone Disease.</li> </ul> <p><b>Life Choices</b></p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• education</li> <li>• housing</li> <li>• employment</li> <li>• access to cultural/leisure activities</li> <li>• mobility</li> <li>• sexuality.</li> </ul>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p>

**PD OP 3.5: Support families who have a child with a disability**

**Unit reference** D/601/5750 **Level** 3

**Credit value** 3 **GL** 23

**Unit aim** This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact on a family of having a child with a disability.	1.1. Describe the emotional impact that a <b>diagnosis</b> can have on families.		
	1.2. Explain how the impact of having a child with a disability can be rewarding and/or challenging.		
	1.3. Explain the emotional experience that families may have after diagnosis, using theories of loss.		
	1.4. Explain how having a child with a disability may affect <b>interpersonal relationships within a family</b> .		
	1.5. Identify the changes that may need to be made to family life, social life, work and accommodation.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Explain why it is important for family members to have opportunities to explore feelings and experiences.		
2. Be able to support families who have a child with a disability.	2.1. Establish with the family the support they require.		
	2.2. Work with the family to identify different ways that needs can be met.		
	2.3. Support family members to discuss feelings and experiences related to having a child with a disability.		
3. Be able to support families with a child with a disability to use informal networks and community resources.	3.1. Explain what informal networks and community resources there are for children with disabilities and their families.		
	3.2. Give information to a family about community resources and informal networks to enable them to make choices.		
	3.3. Support a family to use community resources and informal networks.		
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability.	4.1. Identify support and resources that a child with a disability may need.		
	4.2. Investigate the roles of <b>other professionals and agencies</b> that may provide support to families with a child with a disability.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Provide information to a family about professionals and agencies that may provide <b>support</b> .		
	4.4. Identify when referrals should be made to other professionals and/or agencies.		
	4.5. Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability.		
	4.5. Review the outcomes for the family of partnership working.		
	4.6. Identify and report any additional support required by the family.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PD OP 3.5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p><b>Diagnosis</b> e.g. a range of:</p> <ul style="list-style-type: none"> <li>• physical disabilities</li> <li>• learning disabilities</li> <li>• sensory disabilities.</li> </ul> <p><b>Interpersonal relationships within the family</b>                      Examples are:</p> <ul style="list-style-type: none"> <li>• relationships with siblings</li> <li>• relationships between siblings and parents</li> <li>• relationships with grandparents.</li> </ul> <p><b>Other professionals and agencies:</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Educational Psychologist</li> <li>• Educational Welfare</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• Nurse</li> <li>• GP</li> <li>• Social Worker</li> <li>• Dietician</li> <li>• Speech and Language Therapist.</li> </ul> <p><b>Support</b> can include:</p> <ul style="list-style-type: none"> <li>• support with personal care</li> <li>• support with equipment</li> <li>• advocacy</li> <li>• support with benefits</li> <li>• advice</li> <li>• housing.</li> </ul>
<p>Additional unit assessment requirements - provided with the unit</p>	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>



**SS MU 3.1: Understand sensory loss**

**Unit reference** M/601/3467 **Level** 3  
**Credit value** 3 **GL** 21  
**Unit aim** The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>factors</b> that impact on an individual with <b>sensory loss</b> .	1.1. Analyse how a range of factors can impact on individuals with sensory loss.		
	1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss.		
	1.3. Explore how a range of factors, societal attitudes and beliefs impact on service provision.		
2. Understand the importance of effective communication for individuals with <b>sensory loss</b> .	2.1. Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	2.2. Describe how the environment facilitates effective communication for people with sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain how effective communication may have a positive impact on lives of individuals with sensory loss.		
3. Understand the main causes and conditions of <b>sensory loss</b> .	3.1. Identify the main causes of sensory loss.		
	3.2. Define congenital sensory loss and acquired sensory loss.		
	3.3. Identify the demographic factors that influence the incidence of sensory loss in the population.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken.	4.1. Identify the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS MU 3.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating

knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Sensory Loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility.</li> </ul>
Additional unit assessment requirements - provided with the unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.







### SS OP 3.1: Understand models of disability

**Unit reference** F/601/3473 **Level** 3  
**Credit value** 3 **GL** 26  
**Unit aim** The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the difference between models of disability.	1.1. Outline the history and development of the medical, social and psycho-social models of disability.		
	1.2. Compare and contrast the medical, social and psycho-social models of disability.		
2. Understand how the adoption of models of disability can shape an individual's identity and experience.	2.1. Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience.		
3. Understand how the adoption of models of disability can shape service delivery.	3.1. Analyse how the medical, social and psycho-social models of disability can shape service delivery.		
	3.2. Evaluate how own practice promotes the well-being and quality of life of individuals.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 3.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Additional information about the unit:**

Relationship to occupational standards

Sensory Services 1, 2, 3, 10, 11

**Guidance for developing assessment arrangements for the unit:**

Additional unit assessment requirements - provided with the unit

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

### SS OP 3.3: Support individuals with multiple conditions and/or disabilities

**Unit reference** A/601/5190 **Level** 3

**Credit value** 4 **GL** 31

**Unit aim** The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact of multiple conditions and/or disabilities on individuals.	1.1. Describe possible <b>multiple conditions and/or disabilities</b> that individuals may have.		
	1.2. Explain how multiple conditions and/or disabilities may have an additional impact on the individual's <b>well-being</b> and quality of life.		
	1.3. Explain how multiple conditions and/or disabilities may impact on the individual's opportunity to participate in a range of <b>activities</b> .		
2. Understand own role in supporting individuals with multiple conditions and/or disabilities.	2.1. Describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities.		
	2.2. Explain the steps to take when actions may be outside of the scope of own role and responsibilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>informal networks</b> 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 <b>activities</b> .		
	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 <b>others</b> , how well the activities have met the identified needs and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 3.3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 4.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit.	<p><b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul> <p><b>Activities</b> could include:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• employment</li> <li>• leisure activities</li> <li>• social activities</li> <li>• household or domestic tasks.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>
Additional unit assessment requirements - provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning Outcomes 4 and 5 must be assessed in a real work environment.</p>

**SS OP 3.4: Support individuals in the use of assistive technology**

**Unit reference** J/601/3541 **Level** 4  
**Credit value** 4 **GL** 32

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals.	1.1. Research the range and purpose of assistive technology that is available to support individuals in own area of work.		
	1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work.		
	1.3 Explain how assistive technology can have a positive impact on the <b>well-being</b> and quality of life of individuals.		
2. Be able to support the selection of assistive technology with individuals.	2.1. Explain own role and the roles of others in the provision of assistive technology for individuals.		
	2.2. Support an individual to access specialist information and support about assistive technology.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology.		
	2.4. Support an individual to select assistive technology to meet their needs and preferences.		
3. Be able to support the use of assistive technology aids with an individual.	3.1. Prepare the environment to support the use of assistive technology with an individual.		
	3.2. Support the use of assistive technology following instructions or guidelines within boundaries of own role.		
	3.3. Record the use of assistive technology following procedures or agreed ways of working.		
	3.4. Explain when and to whom referrals for maintenance or repair would be made.		
4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes.	4.1. Review the effectiveness of assistive technology against identified outcomes with individuals and / or <b>others</b> .		
	4.2. Provide feedback to others on the use of assistive technology.		
	4.3. Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Evaluate own practice in using assistive technology to meet identified outcomes.		
	4.5. Adapt own practice to support the needs of the individual.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: SS OP 3.4**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 4, 5,6,7,9 &11
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Well-Being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>

<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
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**SS OP 3.7 Support individuals to access education, training or employment**

**Unit reference** H/601/3546 **Level** 4

**Credit value** 4 **GL** 31

**Unit aim** The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the value of engagement in training, education or employment for individuals.	1.1. Explain why engagement in education, training or employment opportunities can have a positive impact on the <b>well-being</b> and quality of life of individuals.		
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment.	2.1. Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment.		
	2.2. Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment.		
	2.3. Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the support available to individuals accessing education, training or employment.	3.1. Identify the range of agencies that provide support to individuals accessing education, training or employment.		
	3.2. Clarify the support provided by the various agencies.		
4. Be able to support an individual to identify and access education, training or employment that meets needs and preferences.	4.1. Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> <li>• aspirations</li> <li>• skills and abilities</li> <li>• interests</li> <li>• experience</li> <li>• qualifications</li> <li>• support needs</li> <li>• preferred career pathway</li> <li>• personal circumstances</li> <li>• language / communication needs.</li> </ul>		
	4.2. Work with the individual and / or <b>others</b> to source accessible information on education, training or employment opportunities.		
	4.3. Support the individual to select preferred education, training or employment.		
	4.4. Support the individual to complete applications to access education, training or employment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5. Support the individual to prepare for interview or selection for education, training or employment.		
5. Be able to support individuals to undertake education, training or employment.	5.1. Outline own role and role of others in providing support to an individual to undertake education, training or employment.		
	5.2. Work with the individual and / or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment.		
6. Be able to evaluate engagement in education, training or employment.	6.1. Review with the individual and / or others how well the education, training or employment opportunity has met expectations and identified outcomes.		
	6.2. Review with the individual and / or others the continued support required to undertake education, training or employment.		
	6.3. Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: SS OP 3.7**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Sensory Services 5
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• specialist employment agencies</li> <li>• careers services</li> <li>• job coach</li> <li>• learning providers</li> <li>• employers</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>

**SS OP 3.8: Enable individuals to negotiate environments**

**Unit reference** R/601/5180 **Level** 3

**Credit value** 5 **GL** 34

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that may impact on an individual being able to negotiate their environments.	1.1. Analyse how a range of <b>conditions and/or disabilities</b> 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 <b>resources</b> that are available to support an individual to negotiate an environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Assess the risks associated with an individual negotiating familiar and unfamiliar environments.		
	2.4. Work with <b>others</b> to develop a <b>plan</b> 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 an 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.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SS OP 3.8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	Sensory Services 8, 9, 10, 11
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p><b>Conditions and/or disabilities</b> could include factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Resources</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• assistive technology / aids.</li> </ul> <p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers / family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul> <p>The <b>plan</b> will include:</p> <ul style="list-style-type: none"> <li>• risk assessment</li> </ul> <p>and could include:</p> <ul style="list-style-type: none"> <li>• environmental hazards</li> <li>• agreed methods of communication</li> <li>• level of support required</li> <li>• assistive technology / aids</li> <li>• other resources.</li> </ul>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, and 4 must be assessed in a real work environment.</p>

## Section 3: Documents

### Useful documents

This section refers to useful documents that can be found on QualHub, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

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