



# Qualification specification

**NCFE CACHE Level 3 Certificate in Stroke Care  
Management  
QN: 600/4763/X**

**This qualification is now withdrawn**

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v5.1	February 2020	<a href="#">Resources</a> section added.
v5.2	June 2022	Information regarding <a href="#">registration and entry requirements</a> added to section 1.  Information regarding the language of <a href="#">assessment evidence</a> added to section 2.  Information about the <a href="#">support handbook</a> added to section 5.

## **Section 1: General introduction**

WITHDRAWN

### About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 3 Certificate in Stroke Care Management 600/4763/X.

### Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

### Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

#### Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

#### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

### Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

### The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.



### Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

### Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

### Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.



## **Section 2: About this qualification**

WITHDRAWN

Qualification summary	
<b>Title</b>	NCFE CACHE Level 3 Certificate in Stroke Care Management
<b>Qualification number</b>	600/4763/X
<b>Aims and objectives</b>	<p>This qualification aims to upskill the workforce in Stroke Care to improve services and to meet the projected outcomes of the National Stroke Strategy for England. It has been developed in conjunction with the NHS Stroke Improvement Lead and draws on the National Stroke Specific Education Framework.</p> <p>This qualification provides the opportunity to further develop knowledge and skills around supporting individuals with stroke. It helps learners to understand:</p> <ul style="list-style-type: none"> <li>• the impact of the effects of stroke on daily living</li> <li>• associated complications for an individual with stroke</li> <li>• changing physical needs of individuals affected by stroke</li> <li>• communication factors affecting individuals following a stroke.</li> </ul>
<b>Total Qualification Time (hours)</b>	260
<b>Guided Learning (hours)</b>	189
<b>Credit value</b>	26
<b>Minimum credits at/above level</b>	20
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	You will need to be working, volunteering or on practical placement as you need to show competence in both knowledge and skills.
<b>Rule of combination</b>	To be awarded this qualification learners are required to successfully complete 26 credits: 17 credits must be from the 4 mandatory units and 9 credits (minimum of 2 units) from the optional units. A minimum of 20 credits must be achieved at Level 3.

<b>Entry requirements/recommendations</b>	<p>There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 2 qualification in a health and social care related area.</p> <p>This qualification is suitable for learners aged 16 and above.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"><li>• Level 3 Diploma in Adult Care</li><li>• Level 4 Diploma in Adult Care</li><li>• Level 3 Diploma in Healthcare Support</li></ul>
<b>Assessment methods</b>	<p>Portfolio of evidence</p>
<b>Additional assessment requirements</b>	<p>This qualification is internally assessed and externally quality assured. This qualification must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>About this qualification</b>	<p>This is a regulated qualification. The regulated number for this qualification is 600/4763/X.</p>

### Qualification support

This qualification is supported by Skills for Care.

### Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- National Institute for Health and Care Excellence: [www.nice.org.uk](http://www.nice.org.uk)
- The Stroke Association: [www.stroke.org.uk](http://www.stroke.org.uk)
- NHS Choices: [www.nhs.uk/Conditions/Stroke/Pages/Introduction.aspx](http://www.nhs.uk/Conditions/Stroke/Pages/Introduction.aspx)
- Stroke Specific Education Framework: [www.stroke-education.org.uk](http://www.stroke-education.org.uk)

### Section 3: Units

### Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours
★	Unit 01	F/503/7150	Stroke awareness	Knowledge	2	3	28
★	Unit 02	J/503/7165	Understand stroke care management	Knowledge	3	4	36
	Unit 03	L/602/4007	Support individuals to manage dysphagia	Knowledge/ Skills	3	5	35
	Unit 04	T/601/8282	Support individuals with specific communication needs	Knowledge/ Skills	3	5	35

The star icon ★ indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the Secure website for further information.



## Optional units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours
	Unit 05	R/602/4008	Assist others to monitor individuals' progress in managing dysphagia	Knowledge/ Skills	3	5	38
☆	Unit 06	F/601/3442	Introductory awareness of sensory loss	Knowledge	2	2	16
	Unit 07	M/601/7907	Support individuals during a period of change	Knowledge/ Skills	3	4	29
☆	Unit 08	M/601/3467	Understand sensory loss	Knowledge	3	3	21
	Unit 09	T/601/9495	Support individuals at the end of life	Knowledge/ Skills	3	7	53
	Unit 10	K/601/9025	Provide support to manage pain and discomfort	Knowledge/ Skills	2	2	15
	Unit 11	A/601/7909	Support individuals who are bereaved	Knowledge/ Skills	3	4	30
	Unit 12	T/601/5804	Support families of individuals with Acquired Brain Injury	Knowledge/ Skills	2	3	24



Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours
Unit 13	J/601/5824	Understand the impact of Acquired Brain Injury on individuals	Knowledge	2	3	25
Unit 14	M/601/8054	Support individuals to eat and drink	Skills	2	2	15
Unit 15	T/503/2575	Promote nutrition and hydration in health and social care settings	Knowledge/ Skills	3	4	32
Unit 16	L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	Knowledge/ Skills	3	8	41
Unit 17	F/601/3764	Promote positive behaviour	Knowledge/ Skills	3	6	44
Unit 18	T/601/9738	Implement the positive behavioural support model	Knowledge/ Skills	4	8	61
Unit 19	L/601/8028	Provide support to maintain and develop skills for everyday life	Knowledge/ Skills	3	4	28
Unit 20	D/601/9023	Provide support for therapy sessions	Knowledge/ Skills	2	2	14
Unit 21	A/601/9028	Provide support to continue recommended therapies	Knowledge/ Skills	3	3	20

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours
Unit 22	Y/601/8145	Promote person-centred approaches in health and social care	Knowledge/ Skills	3	6	41



The star icon indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the Centre secure website for further information.

### Unit layout

**For each unit the following information has been provided:**

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit level	Denotes the level of the unit within the framework.
Mandatory/optional	Explains if the unit is mandatory or optional.
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.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	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.
Unit delivery and assessment guidance	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg assessment principles.

### Explanation of terms used at Level 3

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

## Unit 01: Stroke awareness



<b>Unit reference</b>	F/503/7150	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Guided learning hours</b>	28		
<b>Unit summary</b>	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.		

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



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the importance of emergency response and treatment for stroke	4.2. Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
	4.3. Identify the impact on the individual of the key stages of stroke
	4.4. Identify the correct early positioning for airway management
	4.5. Identify the information that needs to be included in reporting relevant and accurate history of the incident
5. Understand the management of stroke	5.1. Describe why effective stroke care is important to the management of stroke
	5.2. Identify support available to individuals and others affected by stroke
	5.3. Identify other agencies or resources to signpost individual or others for additional support and guidance

### Additional information

Additional unit assessment requirements

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

**Unit 02: Understand stroke care management**

<b>Unit reference</b>	J/503/7165	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	4		
<b>Guided learning hours</b>	36		
<b>Unit summary</b>	The aim of this unit is to provide an understanding of how a stroke may impact upon an individual and how to provide appropriate support.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Understand changing physical needs of individuals affected by stroke	3.1. Describe the changes in the brain of an individual affected by a stroke
	3.2. Describe the physical effects of stroke on an individual
	3.3. Explain the impact a stroke may have on swallowing and nutrition
	3.4. Describe the possible effects of stroke on sensory ability
	3.5. Analyse the fluctuating nature of effects of stroke on an individual
4. Understand the impact of the effects of stroke on daily living	4.1. Explain the use of daily activities to promote recovery and independence
	4.2. Explain the importance of repetition to promote recovery
	4.3. Identify the effects of fatigue in stroke rehabilitation
	4.4. Describe the implication of stroke on lifestyle
5. Understand the associated complications for an individual with stroke	5.1. Explain the psychological and emotional effects on the individual with stroke
	5.2. Describe the cognitive needs of the individual with stroke
	5.3. Describe the health needs that may be associated with stroke
6. Understand the importance of adopting a person-centred approach in stroke care management	6.1. Explain how person-centred values must influence all aspects of stroke care management
	6.2. Explain the importance of working in partnership with others to support care management
	6.3. Describe the importance of working in ways that promote active participation in stroke care management

<b>Additional information</b>	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.



**Unit 03: Support individuals to manage dysphagia**

<b>Unit reference</b>	L/602/4007	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	5		
<b>Guided learning hours</b>	35		
<b>Unit summary</b>	This unit will introduce learners to the causes of dysphagia, its effect on individuals and how to provide support to individuals to manage this.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with dysphagia
	1.2. Describe why individuals with dysphagia should be encouraged to promote their own health and well-being
	1.3. Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills
2. Understand how dysphagia affects individuals	2.1. Describe the main clinical causes of dysphagia
	2.2. Outline how to recognise the main types of dysphagia
	2.3. Identify major risks and secondary difficulties associated with dysphagia
	2.4. Describe the anatomy and physiology relevant to maintaining a safe swallow
	2.5. Explain how an individual's ability to swallow is affected by: <ul style="list-style-type: none"> <li>• sensory impairment</li> <li>• loss of bodily function</li> <li>• loss of cognition</li> </ul>
	2.6. Explain how to provide a suitable environment for affected individuals

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Know the importance of nutritional intake for individuals with dysphagia	3.1. Describe the impact of oral intake on nutrition for an individual with dysphagia
	3.2. Describe safe practices with regard to preparing oral intake
	3.3. Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1. Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme
	4.2. Explain the skill development activities to the individual/carer
	4.3. Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
	4.4. Provide oral intake in the consistency and appearance outlined in the individual's care programme
	4.5. Provide the individual with sufficient time to practise newly developed skills
	4.6. Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management
5. Be able to provide information to colleagues regarding individuals' treatment	5.1. Update records regarding the support provided, in line with local policy and protocol
	5.2. Provide feedback to the individual's therapist and care team to aid future care planning

<b>Additional information</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health QCF Assessment Principles.

**Unit 04: Support individuals with specific communication needs**

<b>Unit reference</b>	T/601/8282	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	5		
<b>Guided learning hours</b>	35		
<b>Unit summary</b>	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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 aids to support individuals to communicate
	1.6. Describe the potential effects on an individual 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 others to identify the individual's specific communication needs
	2.2. Contribute to identifying the communication methods or aids that will best suit the individual
	2.3. Explain how and when to access information and support about identifying and addressing specific communication needs

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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
	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 information about an individual's communication and the support provided
	6.2. Contribute to evaluating the effectiveness of agreed methods of communication and support provided
	6.3. Work with others to identify ways to support the continued development of communication



Additional information	
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.</p>



**Unit 05: Assist others to monitor individuals' progress in managing dysphagia**

<b>Unit reference</b>	R/602/4008	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	5		
<b>Guided learning hours</b>	38		
<b>Unit summary</b>	This unit provides the learner with the knowledge and skills needed to assist others to monitor an individual's progress in managing dysphagia.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia
2. Understand how to assist others in monitoring the progress of individuals with dysphagia	2.1. Explain the importance of regularly monitoring an individual's progress in managing dysphagia
	2.2. Explain how to assist others to monitor an individual's progress
	2.3. Explain the importance of monitoring an individual's progress in a constructive and encouraging manner
	2.4. Outline how to create an environment where open and confidential discussions with the individual can take place
	2.5. Explain the importance of the environmental conditions required by the individual
	2.6. Explain the importance of the support required by the individual
3. Know the action to take as a result of the monitoring undertaken	3.1. Outline the action to take if adverse issues and risks emerge
	3.2. Outline how and when information should be fed back and to whom.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.3. Outline record-keeping practices and procedures in relation to diagnostic and therapeutic programmes.
4. Be able to assist others in monitoring individual's progress in managing dysphagia.	4.1. Confirm the individual's identity and gain valid consent prior to carrying out the monitoring activity.
	4.2. Work with the individual and others to identify areas of progress and difficulty.
	4.3. Assist others in recording information.
	4.4. Assist others in setting goals with the individual.
	4.5. Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia.
	4.6. Assist others to support the individual's active participation in managing their dysphagia.
5. Be able to report and record an individual's progress in managing their dysphagia.	4.7. Assist others to support the individual to increase their understanding of dysphagia.
	5.1. Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention.
	5.2. Update records in line with local policy and protocol.

<b>Additional information</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health QCF Assessment Principles.

**Unit 06: Introductory awareness of sensory loss**

<b>Unit reference</b>	F/601/3442	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	2		
<b>Guided learning hours</b>	16		
<b>Unit summary</b>	The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the factors that impact on an individual with sensory loss 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>
	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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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

<b>Additional information</b>	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

**Unit 07: Support individuals during a period of change**

<b>Unit reference</b>	M/601/7907	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	4		
<b>Guided learning hours</b>	29		
<b>Unit summary</b>	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand reasons for and responses to change	1.1. Describe types of change that may occur in the course of an individual's life
	1.2. Analyse factors that may make change a positive or a negative experience
	1.3. Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2. Be able to support individuals to plan how to manage or adapt to change	2.1. Work with individuals and others to identify recent or imminent changes affecting them
	2.2. Support the individual to assess the implications and likely impacts of the change identified
	2.3. Work with the individual and others to plan how to adapt to or manage the change
	2.4. Explain the importance of both practical support and emotional support during a time of change
	2.5. Identify and agree roles and responsibilities for supporting a change
3. Be able to support individuals to manage or adapt to change	3.1. Carry out agreed role and responsibilities for supporting change, in ways that promote active participation

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

### Additional information

Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
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**Unit 08: Understand sensory loss**

<b>Unit reference</b>	M/601/3467	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	3		
<b>Guided learning hours</b>	21		
<b>Unit summary</b>	The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the factors that impact on an individual with sensory loss	1.1. Analyse how a range of factors can impact on individuals with sensory loss
	1.2. Analyse how societal attitudes and beliefs impact on individuals with sensory loss
	1.3. Explore how a range of factors, societal attitudes and beliefs impact on service provision
2. Understand the importance of effective communication for individuals with sensory loss	2.1. Explain the methods of communication used by individuals with: <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
	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 sensory loss	3.1. Identify the main causes of sensory loss
	3.2. Define congenital sensory loss and acquired sensory loss
	3.3. Identify the demographic factors that influence the incidence of sensory loss in the population

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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

<b>Additional information</b>	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

**Unit 09: Support individuals at the end of life**

<b>Unit reference</b>	T/601/9495	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	7		
<b>Guided learning hours</b>	53		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1. Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
	1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
2. Understand factors affecting end of life care	2.1. Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
	2.2. Explain how the beliefs, religion and culture of individuals and key people influence end of life care
	2.3. Explain why key people may have a distinctive role in an individual's end of life care
	2.4. Explain why support for an individual's health and well-being may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1. Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2. Explain the purpose of advance care planning in relation to end of life care
	3.3. Describe own role in supporting and recording decisions about advance care planning

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.4. Outline ethical and legal issues that may arise in relation to advance care planning
4. Be able to provide support to individuals and key people during end of life care	4.1. Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2. Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3. Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4. Provide information to the individual and/or key people about the individual's illness and the support available
	4.5. Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative therapies</li> </ul>
4.6. Contribute to partnership working with key people to support the individual's well-being	
5. Understand how to address sensitive issues in relation to end of life care	5.1. Explain the importance of recording significant conversations during end of life care
	5.2. Explain factors that influence who should give significant news to an individual or key people
	5.3. Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	5.4. Analyse ways to address such conflicts
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1. Describe the role of support organisations and specialist services that may contribute to end of life care
	6.2. Analyse the role and value of an advocate in relation to end of life care
	6.3. Explain how to establish when an advocate may be beneficial

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	6.4. Explain why support for spiritual needs may be especially important at the end of life
	6.5. Describe a range of sources of support to address spiritual needs
7. Be able to access support for the individual or key people from the wider team	7.1. Identify when support would best be offered by other members of the team
	7.2. Liaise with other members of the team to provide identified support for the individual or key people
8. Be able to support individuals through the process of dying	8.1. Carry out own role in an individual's care
	8.2. Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	8.3. Adapt support to reflect the individual's changing needs or responses
	8.4. Assess when an individual and key people need to be alone
9. Be able to take action following the death of individuals	9.1. Explain why it is important to know about an individual's wishes for their after-death care
	9.2. Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	9.3. Describe ways to support key people immediately following an individual's death
10. Be able to manage own feelings in relation to the dying or death of individuals	10.1. Identify ways to manage own feelings in relation to an individual's dying or death
	10.2. Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional information	
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.</p>

**Unit 10: Provide support to manage pain and discomfort**

<b>Unit reference</b>	K/601/9025	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	2		
<b>Guided learning hours</b>	15		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort. It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand approaches to managing pain and discomfort	1.1. Explain the importance of a holistic approach to managing pain and discomfort
	1.2. Describe different approaches to alleviate pain and minimise discomfort
	1.3. Outline agreed ways of working that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1. Describe how pain and discomfort may affect an individual's well-being and communication
	2.2. Encourage an individual to express feelings of discomfort or pain
	2.3. Encourage an individual to use self-help methods of pain control
	2.4. Assist an individual to be positioned safely and comfortably
	2.5. Carry out agreed measures to alleviate pain and discomfort

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1. Carry out required monitoring activities relating to management of an individual's pain or discomfort
	3.2. Complete records in required ways
	3.3. Report findings and concerns as required

<b>Additional information</b>	
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work situation.</p> <p>An individual is someone requiring care or support.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>



**Unit 11: Support individuals who are bereaved**

<b>Unit reference</b>	A/601/7909	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	4		
<b>Guided learning hours</b>	30		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the effects of bereavement on individuals	1.1. Describe how an individual may feel immediately following the death of a loved one
	1.2. Analyse how the bereavement journey may be different for different individuals
2. Understand principles for supporting individuals who are bereaved	2.1. Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
	2.2. Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
	2.3. Explain the importance of empathy in supporting a bereaved individual.
3. Be able to support individuals to express their response to loss	3.1. Create an environment where the individual has privacy to express their emotions
	3.2. Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress
4. Be able to support individuals who are bereaved	4.1. Assess the individual's level of distress and their capacity for resilience
	4.2. Agree a programme of support with the individual and others
	4.3. Carry out own role within the support programme

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.4. Support the individual to identify any changes they may need to make as a result of their loss  4.5. Explain the importance of working at the individual's pace during the bereavement journey  4.6. Support the individual to manage conflicting emotions, indecision or fear of the future
5. Understand the role of specialist agencies in supporting individuals who are bereaved	5.1. Compare the roles of specialist agencies in supporting individuals who are bereaved  5.2. Describe how to assess whether a bereaved individual requires specialist support  5.3. Explain the importance of establishing agreement with the individual about making a referral to a specialist agency
6. Be able to manage own feelings when providing support for individuals who are bereaved	6.1. Identify ways to manage own feelings while providing support for an individual who is bereaved  6.2. Use support systems to help manage own feelings

<b>Additional information</b>	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.  Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

**Unit 12: Support families of individuals with Acquired Brain Injury**

<b>Unit reference</b>	T/601/5804	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	3		
<b>Guided learning hours</b>	24		
<b>Unit summary</b>	This unit is aimed at those whose role involves supporting families of people with an acquired brain injury. It covers the impact on the family/carers and it addresses the importance of supporting the family and working in partnership with them in addressing their needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the importance of working in a family-centred way	1.1. Identify the family's needs and wishes
	1.2. Explain the importance of the family's needs being fully taken into consideration
2. Understand the long term effects of Acquired Brain Injury on the family	2.1. Describe changes that may occur for family and friends as a result of caring for an individual with Acquired Brain Injury
	2.2. Identify the long term consequences on a family caring for an individual who is <ul style="list-style-type: none"> <li>• minimally responsive</li> <li>• severe</li> <li>• mild to moderate</li> </ul> as a result of Acquired Brain Injury
	2.3. Describe the potential impact on families from: <ul style="list-style-type: none"> <li>• personality changes in the individual</li> <li>• lack of self awareness</li> <li>• the individual's increased dependence.</li> </ul>
3. Be able to apply legislation that is relevant to carers of individuals with Acquired Brain Injury	3.1. Identify the legislation and policy specific to carers
	3.2. Apply to own practice the key principles in legislation regarding carers

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to support families and friends who hold the primary caring role	4.1. Communicate with the family to identify what supports they may need
	4.2. Demonstrate listening and communication skills when supporting primary carer(s)
	4.3. Contribute to the assessment of the primary carer's needs
	4.4. Identify any additional support needs with the primary carer(s)
	4.5. Record and report additional needs of primary carers
5. Know the support available from other professionals and agencies	5.1. Identify professionals and agencies who will provide support to families of an individual with brain injury
	5.2. Explain when referrals would be made to other professionals or agencies

<b>Additional information</b>	
Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.  Learning outcomes 3 and 4 must be assessed in a real work environment.

**Unit 13: Understand the impact of Acquired Brain Injury on individuals**

<b>Unit reference</b>	J/601/5824	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	3		
<b>Guided learning hours</b>	25		
<b>Unit summary</b>	The aim of the unit is to gain knowledge to support people who have an Acquired Brain Injury. It covers both the impact on the individual who has the Acquired Brain Injury and their carers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand Acquired Brain Injury	1.1. Describe what Acquired Brain Injury is
	1.2. Identify possible causes of Acquired Brain Injury
2. Understand the impact of an Acquired Brain Injury on the individual	2.1. List initial effects of Acquired Brain Injury on the individual
	2.2. Identify the long term effects of Acquired Brain Injury to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• functional</li> <li>• cognitive</li> <li>• behavioural</li> </ul>
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1. Explain what is meant by the term dysphasia
	3.2. Explain what is meant by the term dysarthria
	3.3. Describe the communication challenges presented to the individual and self by: <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria</li> </ul>
	3.4. Identify skills required to support an individual with specialist communication needs

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Understand the impact that personality changes can have on an individual and those providing support	4.1. Outline changes in personality that an individual may experience as a result of Acquired Brain Injury
	4.2. Describe how lack of self awareness may affect the individual
	4.3. Explain the impact of these changes on those providing support
5. Understand the impact of challenging behaviour	5.1. Describe behaviours which may be considered challenging
	5.2. State what to do to avoid confrontation with someone who is emotionally agitated
	5.3. Describe how challenging behaviour impacts on own feelings and attitudes
	5.4. Identify what support is available to respond to challenging behaviour
	5.5. Describe how to report challenging behaviour

### Additional information

Additional unit assessment requirements	Units need to be assessed in line with the Skills for Care and Development's Assessment Principles.
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**Unit 14: Support individuals to eat and drink**

<b>Unit reference</b>	M/601/8054	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	2		
<b>Guided learning hours</b>	15		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to support individuals to make choices about food and drink	1.1. Establish with an individual the food and drink they wish to consume
	1.2. Encourage the individual to select suitable options for food and drink
	1.3. Describe ways to resolve any difficulties or dilemmas about the choice of food and drink
	1.4. Describe how and when to seek additional guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	2.1. Identify the level and type of support an individual requires when eating and drinking
	2.2. Demonstrate effective hand-washing and use of protective clothing when handling food and drink
	2.3. Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences
	2.4. Provide suitable utensils to assist the individual to eat and drink
3. Be able to provide support for eating and drinking	3.1. Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.2. Support the individual to consume manageable amounts of food and drink at their own pace  3.3. Provide encouragement to the individual to eat and drink  3.4. Support the individual to clean themselves if food or drink is spilt  3.5. Adapt support in response to an individual's feedback or observed reactions while eating and drinking
4. Be able to clear away after food and drink	4.1. Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away  4.2. Confirm that the individual has finished eating and drinking  4.3. Clear away used crockery and utensils in a way that promotes active participation  4.4. Support the individual to make themselves clean and tidy after eating or drinking
5. Be able to monitor eating and drinking and the support provided	5.1. Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter  5.2. Carry out and record agreed monitoring processes  5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working

<b>Additional information</b>	
Additional unit assessment requirements	Units must be assessed in line with Skills for Care and Development's Assessment Principles.



**Unit 15: Promote nutrition and hydration in health and social care settings**

<b>Unit reference</b>	T/503/2575	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	4		
<b>Guided learning hours</b>	32		
<b>Unit summary</b>	This unit will give learners the knowledge and skills related to promoting nutrition and hydration, understand malnutrition and the importance of nutritional screening and reporting an individual's nutrition and hydration needs and intake.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand what makes up a balanced diet	1.1. Define the main food groups
	1.2. Identify sources of essential nutrients
	1.3. Explain the role of essential nutrients for health
	1.4. Evaluate the impact of poor diet on health and well-being
	1.5. Explain what adaptations to a balanced diet may be required for different groups
2. Understand nutritional guidelines	2.1. Summarise current national nutritional guidelines for a balanced diet
	2.2. Explain how to access additional support and information relating to nutrition and hydration
3. Be able to promote nutrition in health and social care settings	3.1. Explain the importance of a balanced diet
	3.2. Demonstrate how to plan an appropriate balanced diet with an individual
	3.3. Demonstrate how to promote an appropriate balanced diet with an individual
	3.4. Evaluate the effectiveness of different ways of promoting healthy eating

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to promote hydration in health and social care settings	4.1. Explain the importance of hydration
	4.2. Describe signs of dehydration
	4.3. Demonstrate ways to support and promote hydration with individuals
	4.4. Evaluate the effectiveness of different ways of supporting and promoting hydration
5. Understand how to prevent malnutrition in health and social care settings	5.1. Describe the factors that may affect nutritional intake
	5.2. Describe the risk factors that may lead to malnutrition
	5.3. Describe the signs of malnutrition
	5.4. Explain ways of ensuring foods and drinks have increased nutritional density through fortification
	5.5. Describe the appropriate use of nutritional supplements
6. Be able to carry out nutritional screening in health and social care settings	6.1. Describe the purpose of nutritional screening
	6.2. Carry out nutritional screening
	6.3. Implement the actions identified by nutritional screening
	6.4. Monitor, record and review the actions taken following nutritional screening.
7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings	7.1. Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals
	7.2. Explain ways in which nutrition and hydration can be monitored
	7.3. Monitor and record nutrition and hydration of an individual in accordance with their plan of care

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
8. Understand factors that affect special dietary requirements in health and social care settings	8.1. Describe factors that may promote healthy eating in different groups
	8.2. Describe factors that may create barriers to healthy eating for different groups
	8.3. Explain why individuals may have special dietary requirements
	8.4. Explain why it is important for individuals with special dietary requirements to follow special diets

<b>Additional information</b>	
Additional unit assessment requirements	Units must be assessed in line with Skills for Care and Development's Assessment Principles.



**Unit 16: Enable individuals with behavioural difficulties to develop strategies to change their behaviour**

<b>Unit reference</b>	L/601/9034	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	8		
<b>Guided learning hours</b>	41		
<b>Unit summary</b>	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour	1.1. Describe how legislation affects policy and practice when working with individuals to manage their behaviour
	1.2. Describe the methods and approaches available to help an individual change their behaviour
2. Understand the factors that influence behaviour	2.1. Explain how different factors relating to the individual can affect behaviour
	2.2. Describe the potential effects of the environment and the behaviour of others on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1. Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management
	3.2. Work with individuals and others to gather and review information
	3.3. Support the individual and others significant to the individual to recognise their behavioural responses to different situations
	3.4. Encourage the individual to consider the impact of their behaviour

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to enable people to develop strategies for changing behavioural response	4.1. Work with an individual to identify and agree the factors which will motivate them to change their behaviour
	4.2. Explain to an individual the positive outcomes of changing behaviours
	4.3. Support an individual to identify situations and circumstances which trigger specific behavioural responses
	4.4. Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
	4.5. Work with the individual to identify and agree coping strategies they are willing to use
	4.6. Support an individual to develop and practise the agreed strategies and to sustain their motivation
	4.7. Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working
	4.8. List any potential barriers to progress and ways in which these barriers can be addressed
	4.9. Describe the additional advice and support available when an individual does not engage with the process
5. Be able to evaluate and review strategies for changing behavioural response	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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	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.

<b>Additional information</b>	
Additional unit assessment requirements	Units must be assessed in line with Skills for Care and Development's Assessment Principles.  Learning outcomes 3, 4 and 5 must be assessed in a real work environment.





**Unit 17: Promote positive behaviour**

<b>Unit reference</b>	F/601/3764	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	6		
<b>Guided learning hours</b>	44		
<b>Unit summary</b>	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1. Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
	1.2. Define what is meant by restrictive interventions
	1.3. Explain when restrictive interventions may and may not be used
	1.4. Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5. Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
	1.6. Describe safeguards that must be in place if restrictive physical interventions are used
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 or reactive strategies to be used

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.4. Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
	2.5. Explain the importance of reinforcing positive behaviour with individuals
	2.6. Evaluate the impact on an individual's well-being of using reactive rather than proactive strategies
3. Be able to promote positive behaviour	3.1. Explain how a range of factors may be associated with challenging behaviours
	3.2. Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3. Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	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:
	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 others involved or witnessing an incident of challenging behaviour
	5.4. Demonstrate how to debrief others involved in an incident of challenging behaviour
	5.5. Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour	6.1. Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	6.2. Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	6.3. Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

### Additional information

Additional unit assessment requirements

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

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



**Unit 18: Implement the positive behavioural support model**

<b>Unit reference</b>	T/601/9738	<b>Unit level</b>	4
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	8		
<b>Guided learning hours</b>	61		
<b>Unit summary</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to implement the positive behavioural support model when working with challenging behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the context of the Positive Behavioural Support model	1.1. Explain how positive behavioural support has been influenced by: <ul style="list-style-type: none"> <li>• applied behaviour analysis (ABA)</li> <li>• social role valorisation (SRV)</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 'challenging behaviour'
	2.2. Explain the reasons for the term 'challenging behaviour' coming into use
	2.3. Analyse key factors that lead to a behaviour being defined as challenging
3. Understand the context in which challenging behaviour occurs	3.1. Summarise key environmental risk factors for challenging behaviours
	3.2. Explain how slow and fast triggers contribute to challenging behaviour
	3.3. Analyse the role of reinforcement in maintaining behaviour
	3.4. Explain the time intensity model

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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 structured method
	4.4. Identify environmental risk factors for an individual's challenging behaviour
	4.5. Identify possible slow and fast triggers for an individual's challenging behaviour
	4.6. Identify factors that may contribute to reinforcement of an individual's challenging behaviour
	4.7. Evaluate the importance of functional analysis in effective person-centred behavioural intervention for individuals
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>• primary prevention strategies</li> <li>• secondary prevention strategies</li> <li>• non-aversive reactive strategies</li> </ul>
	5.3. Explain the importance of social validity 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 positive interaction in primary prevention for individuals
	6.4. Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	6.5. Use effective communication with an individual to promote positive behaviour  6.6. Evaluate the social validity of an agreed primary prevention strategy for an individual
7. Be able to use a person-centred approach to develop plans that promote participation	7.1. Explain how active support can help prevent challenging behaviour by improving an individual's quality of life
	7.2. Analyse the role of structure and daily planning in primary prevention for individuals
	7.3. Review an individual's daily activities to identify areas for increasing participation and choice
	7.4. Review an individual's routine to identify opportunities for increasing participation and choice
	7.5. Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
	7.6. Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities
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
	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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	9.2. Describe the key characteristics and types of reactive strategies
	9.3. Assess the risks in the use of reactive strategies
	9.4. Identify possible reactive strategies that may be used for an individual
	9.5. Implement an agreed non-aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
	9.6. Establish an individual's preferred post-incident support
	9.7. Identify own preferred post-incident support
10. Be able to understand and implement positive behavioural support plans	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

<b>Additional information</b>	
Additional unit assessment requirements	<p>Units must be assessed in line with Skills for Care and Development's 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 assessment criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.</p>



**Unit 19: Provide support to maintain and develop skills for everyday life**

<b>Unit reference</b>	L/601/8028	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	4		
<b>Guided learning hours</b>	28		
<b>Unit summary</b>	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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the context of supporting skills for everyday life	1.1. Compare methods for developing and maintaining skills for everyday life
	1.2. Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
	1.3. Explain how maintaining, regaining or developing skills can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1. Work with an individual and others to identify skills for everyday life that need to be supported
	2.2. Agree with the individual a plan for developing or maintaining the skills identified
	2.3. Analyse possible sources of conflict that may arise when planning and ways to resolve them
	2.4. Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1. Provide agreed support to develop or maintain skills, in a way that promotes active participation
	3.2. Give positive and constructive feedback to the individual during activities to develop or maintain their skills

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	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 agreed ways of working

<b>Additional information</b>	
Additional unit assessment requirements	Units must be assessed in line with Skills for Care and Development's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

**Unit 20: Provide support for therapy sessions**

<b>Unit reference</b>	D/601/9023	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	2		
<b>Guided learning hours</b>	14		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the benefits of therapy sessions	1.1. Identify different types of therapy sessions in which an individual may participate
	1.2. Describe how therapy sessions can benefit an individual
2. Be able to prepare for therapy sessions	2.1. Establish own responsibilities in preparing for a therapy session
	2.2. Identify with the individual their preferences and requirements for the therapy session
	2.3. Follow instructions to prepare the environment, materials, equipment and self for the session.
3. Be able to provide support in therapy sessions	3.1. Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>the therapist's directions</li> <li>the individual's preferences and requirements</li> </ul>
	3.2. Promote the active participation of the individual during the session
	3.3. Describe ways to overcome fears or concerns an individual may have about a therapy session
4. Be able to observe and record therapy sessions	4.1. Agree what observations need to be carried out during therapy sessions
	4.2. Agree how observations will be recorded

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.3. Carry out agreed observations
	4.4. Record agreed observations as required
5. Be able to contribute to the review of therapy sessions	5.1. Contribute to a review of therapy sessions to identify issues and progress
	5.2. Contribute to agreeing changes to therapy sessions with the individual and others

### Delivery and assessment

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

An individual is someone requiring care or support.

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being.

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

### Additional information

Additional unit assessment requirements	<p>Units must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>
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**Unit 21: Provide support to continue recommended therapies**

<b>Unit reference</b>	A/601/9028	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	3		
<b>Guided learning hours</b>	20		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the importance of supporting individuals to continue recommended therapies	1.1. Analyse the potential benefits of recommended therapies to an individual's health and well-being
	1.2. Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation
2. Be able to encourage individuals to complete activities recommended by therapists	2.1. Establish agreement on an individual's needs and preferences about continuing a recommended therapy
	2.2. Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
	2.3. Describe how to overcome an individual's fears or concerns about continuing the recommended therapy
3. Be able to support individuals to continue recommended therapy	3.1. Clarify with the therapist the information needed before providing support for the therapy
	3.2. Promote active participation during therapy
	3.3. Address difficulties encountered during therapy
	3.4. Provide constructive feedback and encouragement to the individual during therapy

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
4. Be able to observe, record and report on observations during recommended therapy	4.1. Establish with the individual and others what observations need to be made during therapy sessions
	4.2. Carry out agreed observations
	4.3. Record agreed observations as required
	4.4. Report on the findings of observations to individuals and others
5. Be able to contribute to evaluation and review of recommended therapies	5.1. Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
	5.2. Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
	5.3. Agree changes to therapy sessions or the support provided

<b>Additional information</b>	
Additional unit assessment requirements	Units must be assessed in line with Skills for Care and Development's Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

**Unit 22: Promote person-centred approaches in health and social care**

<b>Unit reference</b>	Y/601/8145	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Optional		
<b>Credit value</b>	6		
<b>Guided learning hours</b>	41		
<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.		

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

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

### Additional information

Additional unit assessment requirements

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

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



#### **Section 4: Assessment and quality assurance information**

WITHDRAWN

**Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification can be found on the NCFE website.

Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Good Practice in Internal Quality Assurance document on our secure website.

### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

**Presenting evidence****Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

**Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Section 5: Documents

WITHDRAWN

### 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 our 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

The forms and guidance documents can be found on the NCFE website.

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.



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Version 5.2 June 2022

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**

NCFE CACHE Level 3 Certificate in Stroke Care Management

QRN: 600/4763/X

**Publication date**

Version 3.0	September 2017
Version 4.0	December 2017
Version 5.0	July 2018
Version 5.1	February 2020
Version 5.2	June 2022

**Publisher**

Registered Office: NCFE, Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT  
Registered Company No: 02896700 (England and Wales)  
Registered Charity No: 1034808