

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Diploma in Adult Care**  
**QN: 603/2618/9**



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## Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
v3.0	December 2018	<a href="#">HSC S 9</a> : One missing LO inserted and minor amend to ordering of AC
v4.0	November 2019	Added unit K/617/7591 – Understand social prescribing. Amended unit aim for unit D/615/7368 – Understand the administration of medication. <a href="#">Resources</a> section added – information regarding the well-being and safeguarding of learners.
v4.1	December 2019	<p>All units with skills based LOs have the statement 'Learning outcome X, X and X must be assessed in a real work environment.'</p> <p>'Be able to' prefix added to skills based learning outcomes:</p> <ul style="list-style-type: none"> <li>• <a href="#">LO 5</a> for HSC S 31: Support individuals who are substance users</li> <li>• <a href="#">LO 3</a> and <a href="#">LO 4</a> for HSC S 33: Undertake research in adult care</li> <li>• <a href="#">LO 4</a> and <a href="#">LO 5</a> for AN 29: Administer medication to individuals and monitor the effects</li> </ul> <p>Reference to <a href="#">mandatory documents</a> added to Section 5:</p> <ul style="list-style-type: none"> <li>• Skills for Health Assessment Principles</li> <li>• Skills for Care and Development Assessment Principles.</li> </ul>

**Section 1: General introduction**

**About this Qualification Specification**

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

**How the qualification works**

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be ‘banked’. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided 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.

### **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 qualification, including a qualification factsheet and other support materials.

### **The Public Website**

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- Other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### **The Centre Secure Website**

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

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

### **Plagiarism**

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

### **Equal opportunities**

We fully support the principle of equal opportunities and oppose 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. We aim 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 CACHE's Diversity and Equality policy is available on the website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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.

**Section 2: About this qualification**

<b>Qualification summary</b>			
<b>Title</b>	NCFE CACHE Level 3 Diploma in Adult Care		
<b>Qualification number</b>	603/2618/9		
<b>Aim</b>	<p>This qualification develops the knowledge and skills needed when working in a lead adult care worker role in care settings. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health and social care procedures.</p> <p>It is aimed at all those who wish to work, or are working, in a lead adult care worker role in health and social care settings in England.</p>		
<b>Purpose</b>	<p>D. Confirm occupational competence and/or 'licence to practice'</p> <p>D1. Confirm competence in an occupational role to the standards required</p>		
<b>Total Qualification Time (hours)</b>	580		
<b>Guided Learning (hours)</b>	399		
<b>Credit value</b>	58	<b>Minimum credits at/above Level</b>	35
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	18+		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working, volunteering or on practical placement, as they need to show competence in both knowledge and skills.		
<b>Rules of combination</b>	<p>Learners must achieve a minimum of 58 credits for the Diploma. Learners must achieve 28 credits from the mandatory units and a minimum of 30 credits from the optional units.</p> <p>At least 35 credits must be achieved at level 3 or above.</p>		

<b>Apprenticeship standards</b>	<p>This qualification can be undertaken as part of the Lead Adult Care Worker Apprenticeship standard. If learners have not already achieved qualifications in English and Maths, Level 2 functional skills in English and maths can also be taken.</p> <p>For Apprenticeship standards, the latest standard and assessment plan documents, available from <a href="http://gov.uk">gov.uk</a>, should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and Apprenticeship conditions are achieved and evidenced.</p>
<b>Progression</b>	<p>Learners can progress into employment in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings within job roles such as:</p> <ul style="list-style-type: none"> <li>• Senior Care Support Worker</li> <li>• Lead Personal Assistant.</li> </ul> <p>It is anticipated that learners will progress to the Level 4 Diploma in Adult Care or the Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England). Learners may also progress on to qualifications for management or lead practitioner roles in adult care, or to specialist qualifications reflecting the context in which they work.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task.</p>
<b>Additional assessment requirements</b>	<p>All units must be assessed in line with the Skills for Care and Development Assessment Principles.</p>
<b>Grading system</b>	<p>Achieved/Not Yet Achieved.</p>
<b>How long will it take to complete?</b>	<p>The qualification can usually be completed in 12–24 months.</p>
<b>Entry requirements / recommendations</b>	<p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 603/2618/9.</p>

**Qualification support**

This qualification is supported by Skills for Care.

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**Section 3: Units****Mandatory units****Unit achievement log – Level 3 Diploma in Adult Care**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
H/615/7145	DHS 1	Promote communication in care settings	Knowledge /skills	3	3	25	
K/615/7146	DHS 2	Promote effective handling of information in care settings	Knowledge /skills	3	2	16	
M/615/7147	DHS 3	Promote personal development in care settings	Knowledge /skills	3	3	10	
M/615/7150	DHS 4	Promote person-centred approaches in care settings	Knowledge /skills	3	6	39	
T/615/7151	DHS 5	Promote equality and inclusion in care settings	Knowledge /skills	3	2	18	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
A/615/7152	DHS 6	Promote health, safety and well-being in care settings	Knowledge/skills	3	6	45	
R/615/7142	DCHS 7	Responsibilities of a care worker	Knowledge/skills	2	2	16	
☆ F/615/7153	DHS 8	Duty of care in care settings	Knowledge	3	1	8	
☆ D/615/7144	DCHS 9	Safeguarding and protection in care settings	Knowledge	2	3	26	



**Optional units**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
Y/616/6327	HSC AS 2	Co-ordinate activity provision in adult social care	Knowledge/ skills	3	4	25	
☆ D/616/6328	HSC AS 3	Principles of advocacy	Knowledge	3	4	25	
J/616/6310	HSC AS 5	Co-ordinate the use of assistive living technology	Knowledge/ skills	4	4	31	
H/616/6329	HSC AS 8	Promote continence management	Knowledge/ skills	3	4	30	
☆ Y/616/6330	HSC AS 9	Understand how to support individuals to access and engage in education, training and employment (ETE)	Knowledge	3	3	25	
M/615/7259	AHP 31	Facilitate learning and development activities to meet individual needs and preferences	Knowledge/ skills	3	5	35	
M/616/6334	HSC AS 12	Managing pain and discomfort	Knowledge/ skills	3	3	24	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
★ R/615/7254	AN 39	Awareness of the Mental Capacity Act 2005	Knowledge	3	3	28	
A/616/6336	HSC AS 14	Promote nutrition and hydration in adult care settings	Knowledge/ skills	3	4	42	
★ L/616/6339	HSC AS 15	Understand personalisation in adult care	Knowledge	3	3	22	
L/616/6342	HSC AS 17	Implement positive behaviour support	Knowledge/ skills	3	6	41	
F/616/6323	HSC AS 18	Develop, implement and review reablement plans	Knowledge/ skills	4	4	30	
H/616/6346	HSC AS 19	Support individuals to retain, regain and develop skills for everyday life	Knowledge/ skills	3	4	28	
★ M/616/6348	HSC AS 21	Understand how to support individuals with foot care	Knowledge	2	3	25	
A/615/7295	AHP 21	Provide agreed support for foot care	Knowledge/ skills	2	3	23	
F/615/7170	AHP 16	Provide support to individuals to continue recommended therapies	Knowledge/ skills	3	3	20	
T/615/7229	AN 25	Move and position individuals in accordance with their care plan	Knowledge/ skills	2	4	26	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
A/615/7202	AN 33	Support individuals to access and use services and facilities	Knowledge/ skills	3	4	25	
D/615/7323	AN 38	Support independence in the tasks of daily living	Knowledge/ skills	2	5	37	
M/615/7214	AN 41	Work in partnership with families to support individuals	Knowledge/ skills	3	3	27	
Y/615/7188	AN 45	Implement therapeutic group activities	Knowledge/ skills	3	4	25	
D/615/7337	AN 46	Support individuals to live at home	Knowledge/ skills	3	4	29	
A/615/7278	AN 56	Support individuals during a period of change	Knowledge/ skills	3	4	29	
K/615/7213	AN 59	Support individuals to access and manage direct payments	Knowledge/ skills	4	4	20	
H/615/7243	AN 60	Support individuals to access housing and accommodation services	Knowledge/ skills	3	4	31	
L/615/7317	AN 61	Support individuals to prepare for and settle in to new home environments	Knowledge/ skills	3	3	23	
K/615/7275	AN 67	Support the spiritual well-being of individuals	Knowledge/ skills	3	3	26	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
J/615/7204	AN 68	Support individuals to meet personal care needs	Skills	2	2	16	
K/615/7339	AN 71	Provide support for sleep	Knowledge/ skills	2	2	13	
L/615/7320	AN 72	Support individuals with specific communication needs	Knowledge/ skills	3	5	35	
H/615/7307	AN 89	Support carers to meet the care needs of individuals	Knowledge/ skills	3	4	30	
A/615/7183	AHP 12	Collaborate in the assessment of environmental and social support in the community	Knowledge/ skills	3	4	23	
T/615/7215	AHP 20	Provide support for mobility	Knowledge/ skills	2	2	14	
M/615/7262	MH 4	Support positive risk-taking for individuals	Knowledge/ skills	3	4	32	
T/616/6349	HSC AS 23	Support person-centred thinking, planning and review	Knowledge/ skills	3	4	35	
K/616/6350	HSC AS 24	Facilitate person-centred assessment, planning, implementation and review	Knowledge/ skills	3	6	45	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
K/617/7591	K/617/7591	Understand social prescribing	Knowledge	3	2	12	
M/616/6351	HSC S 3	Support families who care for individuals with acquired brain injury	Knowledge/ skills	3	3	28	
T/616/6352	HSC S 4	Understand the impact of acquired brain injury on individuals	Knowledge	3	3	28	
A/616/6353	HSC S 6	Support individuals with autism spectrum condition (ASC)	Knowledge/ skills	3	4	33	
F/616/6354	HSC S 7	Understand how to support individuals with autism spectrum condition (ASC)	Knowledge	3	3	28	
K/615/7227	AN 47	Dementia awareness	Knowledge	2	2	7	
M/615/7228	AN 35	Understand the process and experience of dementia	Knowledge	3	3	22	
J/616/6355	HSC S 9	Provide support to individuals with dementia	Knowledge/ skills	3	4	35	
L/616/6356	HSC S 10	Diabetes awareness	Knowledge	2	3	28	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
Y/616/6358	HSC S 11	Support individuals with diabetes	Knowledge/ skills	3	6	46	
D/616/6359	HSC S 13	End of life care	Knowledge	3	7	53	
A/615/7376	AN 36	Care for the elderly	Knowledge/ skills	2	2	10	
M/615/7326	AN 50	Support individuals at the end of life	Knowledge/ skills	3	6	50	
M/615/7164	AN 26	Understand advance care planning	Knowledge	3	3	25	
F/615/7167	AN 52	Support individuals who are bereaved	Knowledge/ skills	3	4	30	
Y/616/6361	HSC S 16	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	Knowledge	3	3	21	
M/615/7374	AN 40	Understand the context of supporting individuals with learning disabilities	Knowledge	3	4	35	
D/616/6362	HSC S 17	Support individuals with learning disabilities to access healthcare	Knowledge/ skills	3	3	25	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
☆ Y/615/7157	DHS 13	Understand mental health problems	Knowledge	3	3	16	
H/616/6363	HSC S 20	Promote mental well-being and mental health	Knowledge/ Skills	3	3	20	
M/616/6365	HSC S 22	Support individuals with multiple conditions and/or disabilities	Knowledge/ skills	3	4	31	
T/616/6366	HSC S 23	Support individuals with Parkinson's disease	Knowledge/ skills	3	3	25	
☆ J/616/6369	HSC S 26	Understand sensory loss	Knowledge	3	3	21	
F/616/6371	HSC S 27	Support the assessment of individuals with sensory loss	Knowledge/ skills	3	3	22	
J/616/6372	HSC S 29	Promote stroke care management	Knowledge/ skills	3	4	36	
R/616/6374	HSC S 30	Carry out assessments to identify the needs of substance users	Knowledge/ skills	3	5	30	
D/616/6376	HSC S 31	Support individuals who are substance users	Knowledge/ skills	3	5	35	
K/616/6378	HSC S 32	Test for substance use	Knowledge/ skills	3	5	30	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
T/615/7277	MH 12	Recognise indications of substance misuse and refer individuals to specialists	Knowledge/ skills	3	4	24	
L/616/6325	HSC S 33	Undertake research in adult care	Knowledge/ skills	4	8	55	
J/615/7297	AN 1	Undertake physiological measurements	Knowledge/ skills	3	3	23	
K/615/7177	AN 2	Undertake personal hygiene activities with individuals	Knowledge/ skills	2	3	24	
R/615/7187	AN 4	Obtain venous blood samples	Knowledge/ skills	3	3	24	
K/615/7325	AN 5	Obtain and test capillary blood samples	Knowledge/ skills	3	4	30	
H/615/7324	AN 28	Undertake agreed pressure area care	Knowledge/ skills	2	4	30	
R/615/7335	AN 29	Administer medication to individuals and monitor the effects	Knowledge/ skills	3	5	30	
D/615/7368	AN 30	Understand the administration of medication	Knowledge/ skills	3	3	24	



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
J/615/7154	DHS 10	The principles of infection prevention and control	Knowledge	2	3	30	
L/615/7155	DHS 11	Causes and spread of infection	Knowledge	2	2	20	
R/615/7156	DHS 12	Cleaning, decontamination and waste management	Knowledge	2	2	20	
F/616/6399	HSC L 3	Lead learning and development in adult care	Knowledge/ skills	4	4	26	
H/616/6380	HSC L 4	Mentoring in adult care	Knowledge/ skills	4	4	30	
M/616/6382	HSC L 7	Personal and professional behaviour in adult care	Knowledge/ skills	3	3	20	
F/616/6385	HSC L 9	Contribute to quality assurance in adult care	Knowledge/ skills	3	3	25	
J/616/6405	HSC L 11	Manage resources in adult care	Knowledge/ skills	4	3	20	
R/616/6388	HSC L 14	Lead an effective team	Knowledge/ skills	3	3	25	

<b>Barred unit combinations</b>
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The rules of combination of the Level 3 Diploma in Adult Care will not allow the following units to be taken together.

If taken			cannot be taken ( <i>and vice versa</i> )		
Unit ref.	Unit no.	Unit title	Unit ref.	Unit no.	Unit title
T/615/7277	MH 12	Recognise indications of substance misuse and refer individuals to specialists	D/616/6376	HSC S 31	Support individuals who are substance users
M/615/7326	AN 50	Support individuals at the end of life	D/616/6359	HSC S 13	End of life care

### Unit layout

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

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

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

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

<b>Explanation of terms used at Level 3: (not all verbs are used in this qualification)</b>	
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.

**Mandatory units****DHS 1: Promote communication in care settings**

<b>Unit reference</b>	H/615/7145	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1 Identify the different reasons people communicate.		
	1.2 Explain how communication affects relationships in the <b>work setting</b> .		
	1.3 Explain ways to manage challenging situations.		
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1 Demonstrate how to establish the communication and language needs, wishes and <b>preferences of individuals</b> in order to maximise the quality of the interaction.		
	2.2 Describe the factors to consider when promoting effective communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Demonstrate a range of <b>communication methods</b> and styles to meet individual needs.		
	2.4 Demonstrate how to respond to an individual's reactions when communicating.		
3. Be able to overcome barriers to communication.	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways.		
	3.2 Identify barriers to effective communication.		
	3.3 Demonstrate ways to overcome barriers to communication.		
	3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings.		
	3.5 Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours.		
	3.6 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively.		
	3.7 Explain the purposes and principles of independent advocacy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.8 Explain when to involve an advocate and how to access advocacy services.		
4. Be able to apply principles and practices relating to confidentiality.	4.1 Explain the meaning of the term 'confidentiality'.		
	4.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication.		
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0031 Promote effective communication
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.



## Unit guidance

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

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

**Preferences** may be based on:

- beliefs
- values
- culture.

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

**Communication methods** may include:

- non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - sign language
  - braille
  - pictorial information
- verbal communication
  - vocabulary
  - linguistic tone
  - pitch
- technological aids.

**Services** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 1**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

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

<b>Unit reference</b>	K/615/7146	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>GL</b>	16
<b>Unit aim</b>	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand requirements for handling information in care settings.	1.1 Identify legislation and codes of practice that relate to handling information in <b>care settings</b> .		
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings.		
2. Be able to implement good practice in handling information.	2.1 Describe features of manual and electronic information storage systems that help ensure security.		
	2.2 Demonstrate practices that ensure security when storing and accessing information.		
	2.3 Maintain records that are up-to-date, complete, accurate and legible.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Support audit processes in line with own role and responsibilities.		
3. Be able to support others to handle information.	3.1 Support <b>others</b> to understand the need for secure handling of information.		
	3.2 Support others to understand and contribute to records.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC31
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.  Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit guidance	<b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.  <b>Others</b> may include: <ul style="list-style-type: none"> <li>• team members</li> <li>• colleagues</li> <li>• individuals accessing or commissioning care or support</li> <li>• families, carers or advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 2**

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

Assessor name:

Signature:

Date:

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

**DHS 3: Promote personal development in care settings**

<b>Unit reference</b>	M/615/7147	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	10
<b>Unit aim</b>	This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what is required for competence in own work role.	1.1 Describe the duties and responsibilities of own work role.		
	1.2 Explain expectations about own work role as expressed in relevant <b>standards</b> .		
	1.3 Describe how to work effectively with <b>others</b> .		
2. Be able to reflect on practice.	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2 Reflect on practice to improve the quality of the service provided.		
	2.3 Describe how own values, belief systems and experiences may affect working practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to evaluate own performance.	3.1 Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2 Use feedback to evaluate own performance and inform development.		
4. Be able to agree a personal development plan.	4.1 Identify <b>sources of support</b> for planning and reviewing own development.		
	4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3 Work with others to agree own <b>personal development plan</b> .		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1 Evaluate how learning activities have affected practice.		
	5.2 Explain how reflective practice has led to improved ways of working.		
	5.3 Explain why <b>continuing professional development</b> is important.		
	5.4 Record progress in relation to personal development.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0033 Develop your practice through reflection and learning

	<p>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>GEN13 Synthesise new knowledge into the development of your own practice</p>
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>
<p>Unit guidance</p>	<p><b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.</p> <p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Continuing Professional Development (CPD)</b> refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.</p>



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 3**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

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

<b>Unit reference</b>	M/615/7150	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	39
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to promote the application of person-centred approaches in care settings.	1.1 Explain how and why <b>person-centred values</b> must influence all aspects of health and adult care work.		
	1.2 Evaluate the use of <b>care plans</b> in applying person-centred values.		
	1.3 Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities.		
2. Be able to work in a person-centred way.	2.1 Work with an <b>individual</b> and <b>others</b> to find out the individual's history, <b>preferences</b> , wishes and needs.		
	2.2 Demonstrate ways to put person-centred values into practice in a <b>complex or sensitive</b> situation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 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 <b>consent</b> .		
	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 <b>active participation</b> will be implemented.		
	4.3 Demonstrate how active participation can address the holistic needs of an individual.		
	4.4 Demonstrate ways to promote understanding and use of active participation.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3 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 <b>well-being</b> of individuals.		
	6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem.		
	6.4 Demonstrate ways to contribute to an environment that promotes well-being.		
7. Understand the role of risk assessment in enabling a person-centred approach.	7.1 Compare different uses of risk assessment in care settings.		
	7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities.		
	7.3 Explain why risk assessments need to be regularly revised.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0035 Promote the safeguarding of individuals SCDHSC0332 Promote individuals' positive self-esteem

	<p>and sense of identity  SCDHSC0350 Support the spiritual well-being of individuals  SCDHSC0034 Promote the safeguarding of children and young people  SCDHSC3111 Promote the rights and diversity of individuals  GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p>
<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. .</p>
<p>Unit guidance</p>	<p><b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.</p> <p><b>Person-centred values</b> include:</p> <ul style="list-style-type: none"> <li>• individuality</li> <li>• rights</li> <li>• choice</li> <li>• privacy</li> <li>• independence</li> <li>• dignity</li> <li>• respect</li> <li>• partnership</li> <li>• care</li> <li>• compassion</li> <li>• courage</li> <li>• communication</li> <li>• competence.</li> </ul> <p>A <b>care plan</b> may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members and colleagues</li> <li>• other professionals</li> </ul>

- individuals who require care or support
- families, friends, advocates or others who are important to individuals.

**Preferences** may be based on:

- beliefs
- values
- culture.

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

- distressing or traumatic
- threatening or frightening
- likely to have serious implications or consequences
- of a personal nature
- involving complex communication or cognitive needs.

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 4**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**DHS 5: Promote equality and inclusion in care settings**

<b>Unit reference</b>	T/615/7151	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>GL</b>	18
<b>Unit aim</b>	This unit is aimed at those who work in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of diversity, equality and inclusion.	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination.</li> </ul>		
	1.2 Describe the <b>effects</b> of discrimination.		
	1.3 Explain how inclusive practice promotes equality and supports diversity.		
2. Be able to work in an inclusive way.	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role.		
	2.2 Work with <b>individuals</b> in a way that respects their beliefs, culture, values and <b>preferences</b> .		
3. Be able to promote	3.1 Model inclusive practice.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
diversity, equality and inclusion.	3.2 Support <b>others</b> to promote equality and rights.		
	3.3 Describe how to challenge discrimination in a way that promotes change.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC3111 Promote the rights and diversity of individuals
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.  Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit guidance	<p><b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.</p> <p><b>Effects</b> may include effects on:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• families or friends of the individual</li> <li>• those who inflict discrimination</li> <li>• wider society.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 5**

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

Assessor name:

Signature:

Date:

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

**DHS 6: Promote health, safety and well-being in care settings**

<b>Unit reference</b>	A/615/7152	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	45
<b>Unit aim</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 promote and implement health, safety and well-being in their work setting.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1 Identify legislation relating to health and safety in a <b>care setting</b> .		
	1.2 Explain the main points of health and safety <b>policies and procedures</b> agreed with the employer.		
	1.3 Analyse the main health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work setting</b>.</li> </ul>		
	1.4 Identify specific <b>tasks</b> in the work setting that should not be carried out without special training.		
2. Be able to carry out own responsibilities for health and safety.	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Support others' understanding of health and safety and follow agreed safe practices.		
	2.3 Monitor potential health and safety risks.		
	2.4 Use risk assessment in relation to health and safety.		
	2.5 Minimise potential risks and hazards.		
	2.6 Access additional support or information relating to health and safety.		
3. Understand procedures for responding to accidents and sudden illness.	3.1 Describe different types of accidents and sudden illness that may occur in own work setting.		
	3.2 Explain procedures to be followed if an accident or sudden illness should occur.		
4. Be able to reduce the spread of infection.	4.1 Explain own role in supporting others to follow practices that reduce the spread of infection.		
	4.2 Describe the causes and spread of infection.		
	4.3 Demonstrate the use of <b>Personal Protective Equipment (PPE)</b> .		
	4.4 Wash hands using the recommended method.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work.		
5. Be able to move and handle equipment and other objects safely.	5.1 Explain the main points of legislation that relate to moving and handling.		
	5.2 Explain the principles for safe moving and handling.		
	5.3 Move and handle equipment and other objects safely.		
6. Be able to handle hazardous substances and materials.	6.1 Describe types of hazardous substances that may be found in the work setting.		
	6.2 Use safe practices when: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials.</li> </ul>		
7. Be able to promote fire safety in the work setting.	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading.</li> </ul>		
	7.2 Demonstrate measures that prevent fires from starting.		
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.4 Ensure clear evacuation routes are maintained at all times.		
8. Be able to implement security measures in the work setting.	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information.</li> </ul>		
	8.2 Use measures to protect own security and the security of others in the work setting.		
	8.3 Explain the importance of ensuring that others are aware of own whereabouts.		
9. Know how to manage <b>stress</b> .	9.1 Describe common signs and indicators of <b>stress</b> in self and others.		
	9.2 Analyse factors that can trigger stress.		
	9.3 Compare strategies for managing stress in self and others.		
	9.4 Explain how to access <b>sources of support</b> .		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0032 Promote health, safety and security in the work setting Infection Prevention and Control NOS: IPC2, IPC4, IPC6
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.

	Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment. .
Unit guidance	<p><b>Care settings</b> may include health, adult care or children and young people's settings.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• first aid</li> <li>• medication</li> <li>• health care procedures</li> <li>• food handling and preparation.</li> </ul> <p>Use of <b>Personal Protective Equipment (PPE)</b> The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.</p> <p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 6**

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

Assessor name:

Signature:

Date:

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



**DCHS 7: Responsibilities of a care worker**

<b>Unit reference</b>	R/615/7142	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	16
<b>Unit aim</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 understand the nature of working relationships, work in ways that are agreed with the employer, and work in partnership with others.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand working relationships in care settings.	1.1 Explain how a working relationship is different from a personal relationship.		
	1.2 Describe different working relationships in <b>care settings</b> .		
2. Be able to work in ways that are agreed with the employer.	2.1 Describe why it is important to adhere to the agreed scope of the job role.		
	2.2 Access full and up-to-date details of <b>agreed ways of working</b> .		
	2.3 Work in line with agreed ways of working.		
	2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to work in partnership with others.	3.1 Explain why it is important to work in partnership with <b>others</b> .		
	3.2 Demonstrate ways of working that can help improve partnership working.		
	3.3 Identify skills and approaches needed for resolving conflicts.		
	3.4 Access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul>		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0023 Develop your own knowledge and practice SCDHSC0024 Support the safeguarding of individuals
Additional unit assessment requirements	This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.  Learning outcomes 2 and 3 must be assessed in a real work environment. .

Unit guidance	<p><b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.</p> <p><b>Agreed ways of working</b> include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members and colleagues</li> <li>• other professionals</li> <li>• individual people who require care or support</li> <li>• families, friends, advocates or others who are important to individual people.</li> </ul>
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<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
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<p><b>Assessor sign off of completed unit: DCHS 7</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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

<b>Unit reference</b>	F/615/7153	<b>Unit level</b>	3
<b>Credit value</b>	1	<b>GL</b>	8
<b>Unit aim</b>	This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how duty of care contributes to safe practice.	1.1 Explain what it means to have a duty of care in own work role.		
	1.2 Explain how duty of care relates to duty of candour.		
	1.3 Explain how duty of care contributes to the safeguarding or protection of <b>individuals</b> .		
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care.	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights.		
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain where to get additional support and advice about conflicts and dilemmas.		
3. Know how to respond to complaints.	3.1 Describe how to respond to complaints.		
	3.2 Explain <b>policies and procedures</b> relating to the handling of complaints.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0023 Develop your own knowledge and practice SCDHSC0024 Support the safeguarding of individuals SCDHSC0227 Contribute to working in partnership with carers SCDHSC0034 Promote the safeguarding of children and young people SCDHSC0035 Promote the safeguarding of individuals
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.
Unit guidance	<p><b>Care settings</b> e.g. Adult, children and young people's health settings and adult care settings.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 8**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**DCHS 9: Safeguarding and protection in care settings**



<b>Unit reference</b>	D/615/7144	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	26
<b>Unit aim</b>	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles of safeguarding adults.	1.1 Explain the term 'safeguarding'.		
	1.2 Explain own role and responsibilities in safeguarding individuals.		
	1.3 Define the following terms: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• <b>domestic abuse</b></li> <li>• sexual abuse</li> <li>• emotional/ psychological abuse</li> <li>• financial/material abuse</li> <li>• modern slavery</li> <li>• discriminatory abuse</li> <li>• institutional/organi-sational abuse</li> <li>• self-neglect</li> <li>• neglect by others.</li> </ul>		
	1.4 Describe harm.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5 Describe restrictive practices.		
2. Know how to recognise signs of abuse.	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• domestic abuse</li> <li>• sexual abuse</li> <li>• emotional/psychol-ogical abuse</li> <li>• financial/material abuse</li> <li>• modern slavery</li> <li>• discriminatory abuse</li> <li>• institutional/ organisational abuse</li> <li>• self-neglect</li> <li>• neglect by others.</li> </ul>		
	2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.		
3. Know how to respond to suspected or alleged abuse.	3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.		
	3.2 Explain the actions to take if an individual alleges that they are being abused.		
	3.3 Identify ways to ensure that evidence of abuse is preserved.		
4. Understand the national and local context of safeguarding and protection from abuse.	4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	4.3 Identify factors which have featured in reports into serious cases of abuse and neglect.		
	4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle-blowing</b> .		
	4.5 Identify when to seek support in situations beyond your experience and expertise.		
5. Understand ways to reduce the likelihood of abuse.	5.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety.</li> </ul>		
	5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		
	5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.		

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

**Additional information about the unit:**

Relationship to National Occupational Standards (NOS)

 SCDHSC0024 Support the safeguarding of individuals  
 SCDHSC0035 Promote the safeguarding of individuals

Additional unit assessment requirements

This unit must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

## Unit guidance

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

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

**Factors** may include:

- a setting or situation
- the individual.

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

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

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

**Local systems** may include:

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

### **Whistle-blowing**

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

**Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership
- care
- compassion
- courage
- communication
- competence.

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

**Unsafe practices** may include:

- poor working practices
- resource difficulties
- operational difficulties.

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DCHS 9**

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

Assessor name:

Signature:

Date:

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

**Optional units****Aspects of Support units****HSC AS 2: Co-ordinate activity provision in adult social care**

<b>Unit reference</b>	Y/616/6327	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate activity provision in adult social care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and codes of practice in relation to co-ordinating person-centred activities.	1.1 Describe current legislation, regulation and codes of practice that underpin safety when co-ordinating activities.		
	1.2 Explain the benefits of activities on: <ul style="list-style-type: none"> <li>• social inclusion</li> <li>• physical development</li> <li>• emotional development</li> <li>• cognitive development.</li> </ul>		
	1.3 Describe the role of practitioners in ensuring that activities reflect <b>individual</b> interests, choices, preferences and needs.		
2. Understand principles of co-ordinating individual and group activities.	2.1 Explain the benefits of an enabling environment in co-ordinating activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Summarise group dynamic theories in relation to the management of group activities.		
	2.3 Describe the impact of activities on learning and regaining skills.		
	2.4 Explain the benefits of clear aims and objectives when co-ordinating and organising activities.		
	2.5 Explain how to support <b>others</b> to embed <b>activity-based models of care</b> in daily tasks.		
	2.6 Compare different methods of monitoring and evaluating activity provision.		
3. Be able to plan and prepare for individual and group activity provision.	3.1 Identify with individuals and group members' interests choices, preferences and needs.		
	3.2 Agree outcomes of an activity with others.		
	3.3 Engage individuals, group members and others to contribute to planning and preparing an activity.		
	3.4 Produce a budget to secure resources for agreed activities.		
	3.5 Plan and organise with individuals and others a variety of responsive activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.6 Identify and address any risks associated with planned activities.		
	3.7 Organise and communicate <b>accessible information</b> about activities to others.		
4. Be able to guide and support individuals and groups during activities.	4.1 Work with others to support individuals and group members in ways that encourage active participation.		
	4.2 Work with others to set the direction of an activity.		
	4.3 Work with others to encourage and coach individuals and group members during an activity.		
	4.4 Observe and adjust support to meet the needs of individuals and group members during an activity.		
	4.5 Support others to contribute to individual and group activities.		
5. Be able to contribute to the evaluation of individual and group activities.	5.1 Seek feedback from individuals and others during and after an activity.		
	5.2 Agree process and criteria for reviewing and evaluating feedback.		
	5.3 Evaluate the benefits of activities and agree improvements with individuals and others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4. Record and report on the outcomes and any changes to improve an activity.		

WITHDRAWN



<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC393
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Activities</b> may include:</p> <ul style="list-style-type: none"> <li>• leisure and recreational</li> <li>• social activities such as visits and trips</li> <li>• religious and cultural interests</li> <li>• entertainment</li> <li>• hobbies</li> <li>• self-care activity</li> <li>• spontaneous activity</li> <li>• therapeutic activity, e.g. reminiscence therapy, relaxations and anxiety management, remedial games, art or music</li> <li>• therapy assistance, e.g. physiotherapy, occupational therapy, speech therapy.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use, or commission their own care and support services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Activity-based model of care</b> may include:</p> <ul style="list-style-type: none"> <li>• social model of care – daily living and self-care tasks</li> <li>• choice and control</li> <li>• experts by experience</li> <li>• outcomes-focused services.</li> </ul> <p><b>Accessible information</b> may include:</p> <ul style="list-style-type: none"> <li>• internal communication systems</li> </ul>

- external communication systems
- leaflets and posters
- social media
- assistive technology.

**Active participation:**

A way of working that recognises the individual as an active and equal partner with the right to be as independent as possible. The individual has the right to choose if they want to participate in activities and relationships.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 2**

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

Assessor name:

Signature:

Date:

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

## HSC AS 3: Principles of advocacy



<b>Unit reference</b>	D/616/6328	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required in relation to principles of advocacy.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand advocacy in health and social care.	1.1 Define what is meant by advocacy.		
	1.2 Identify <b>types of advocacy</b> .		
	1.3 Explain what is meant by a statutory advocacy duty.		
	1.4 Outline <b>when advocacy services should be provided</b> .		
	1.5 Explain the role of <b>formal and informal advocates</b> in supporting <b>individuals</b> .		
	1.6 Identify the different steps within the advocacy process.		
	1.7 Outline barriers to accessing advocacy.		
2. Understand the principles and values underpinning advocacy.	2.1 Describe the <b>principles and values</b> underpinning advocacy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Explain the role of advocacy in promoting the rights of individuals.		
3. Understand the roles and responsibilities of an advocate.	3.1 Identify current guidance and codes of practice in relation to advocacy support in adult social care.		
	3.2 Describe the roles and responsibilities of an advocate.		
	3.3 Describe the skills, attitudes and attributes needed for advocacy.		
	3.4 Explain why it is important that an advocate's personal views do not influence choices and decision-making during advocacy.		
	3.5 Outline the limits and boundaries of an advocate.		
	3.6 Outline the process of referral and signposting to other professionals and agencies.		
	3.7 Identify how the outcomes of advocacy support are shared and recorded.		
4. Understand how to provide advocacy support.	4.1 Explain the benefits of presenting information using appropriate methods and formats to support choices and decision-making.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Outline ways the practitioner can support individuals to explore options without imposing their own views.		
	4.3 Give examples of strategies that can be used to support individuals to participate in discussions and decision-making.		
5. Understand how to safeguard the well-being of individuals during advocacy.	5.1 Give examples of dilemmas and conflict which may occur during the advocacy process.		
	5.2 Identify strategies to use to resolve conflict or dilemmas during advocacy support.		
	5.3 Outline actions to take in response to safeguarding concerns.		
	5.4 Identify sources of information and support for advocates.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 23, HSC 31, H136, HSC 45, HSC 335, HSC 366, HSC 367, HSC 368, HSC 3111, HSC 3199, PE 1
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<b>Types of advocacy</b> may include: <ul style="list-style-type: none"> <li>• independent advocacy and appropriate person</li> <li>• statutory advocacy duties</li> <li>• advocacy relating to mental capacity</li> <li>• advocacy relating to complaints and appeals.</li> </ul>

**When advocacy services should be provided** may include:

- assessment of needs
- carer's assessment
- care or support plan
- review of a care or support plan
- safeguarding enquiry or review
- appeals or complaints.

**Formal and informal advocates** may include:

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

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

**Principles and values** may include:

- advocacy and the duty to involve
- empowerment and enablement
- independence, choice and well-being
- positive risk-taking
- active participation
- personalisation
- best interests
- rights relating to complaints and appeals
- the potential for imbalance of power in relationships
- rights relating to choices and decision-making, including the right to make unwise decisions
- importance of differentiation between the advocate's and individual's views
- ethical considerations.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 3**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC AS 5: Co-ordinate the use of assistive living technology**

<b>Unit reference</b>	J/616/6310	<b>Unit level</b>	4
<b>Credit value</b>	4	<b>GL</b>	31
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate the use of assistive living technology.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how <b>assistive living technology</b> impacts the lives of <b>individuals</b> .	1.1 Research the range and availability of assistive technology.		
	1.2 Explain how the use of assistive living technology impacts positive outcomes for individuals.		
2. Be able to facilitate the use of assistive living technology.	2.1 Research assistive technology solutions that meet identified needs.		
	2.2 Explain how assistive living technology solutions can be adapted to meet an individual's needs.		
	2.3 Assess risks in relation to assistive living technology solutions.		
	2.4 Describe assessment and referral processes used to secure assistive living technology.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5 Support the individual to secure the provision of appropriate assistive living technology.		
	2.6 Support the individual to use assistive living technology.		
3. Be able to support the development of <b>others</b> to facilitate the use of assistive living technology.	3.1 Provide information to others about assistive living technology.		
	3.2 Provide guidance to others to facilitate the use of assistive living technology.		
4. Be able to review the provision of assistive living technology.	4.1 Review assessment and referral processes used to secure assistive living technology.		
	4.2 Review the impact of the use of assistive living technology on individuals.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	Sensory Services 4, 6, 7, 9 and 11
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Assistive living technology</b> may include:</p> <ul style="list-style-type: none"> <li>• Electronic: <ul style="list-style-type: none"> <li>– sensor mats or pads</li> <li>– echo box/reminding tool</li> <li>– key pad entries</li> <li>– key with lights</li> <li>– apps for budgeting/direction finding/instructions</li> <li>– talking books.</li> </ul> </li> <li>• Physical: <ul style="list-style-type: none"> <li>– kettle tippers</li> <li>– jar openers</li> <li>– special cutlery/utensils</li> <li>– key safe box</li> <li>– sticks to pull socks up.</li> </ul> </li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 5**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC AS 8: Promote continence management**

<b>Unit reference</b>	H/616/6329	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote continence management.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the causes and types of incontinence.	1.1 Describe the process of urination and bowel elimination.		
	1.2 Explain how usual patterns of urinary and bowel action may vary between <b>individuals</b> .		
	1.3 Describe types of: <ul style="list-style-type: none"> <li>urinary incontinence</li> <li>faecal incontinence.</li> </ul>		
	1.4 Describe <b>factors</b> that contribute to: <ul style="list-style-type: none"> <li>urinary incontinence</li> <li>faecal incontinence.</li> </ul>		
	1.5 Explain how a change of environment may increase incontinence.		
2. Understand the effects and risks of incontinence.	2.1 Explain how difficulties with continence can affect an individual's self-esteem, health and daily living.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Describe complications and conditions that may be associated with incontinence.		
	2.3 Describe how changes in usual patterns of bowel and urinary incontinence can be an indicator of ill health.		
3. Understand how to support individuals to manage incontinence.	3.1 Outline good practice guidelines for managing continence.		
	3.2 Explain how an individual's personal beliefs and values may affect the management of continence.		
	3.3 Explain the importance of promoting an individual's privacy and dignity whilst managing continence.		
	3.4 Explain a range of interventions, <b>strategies</b> and <b>continence aids</b> used to manage continence for different needs.		
	3.5 Describe the role of professionals involved in continence management.		
	3.6 Explain how and when samples of urine and faeces are obtained.		
4. Be able to support individuals to select strategies and aids to manage continence.	4.1 Encourage an individual to express preferences and concerns in relation to continence.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Support the individual to understand the effects of lifestyle on continence.		
	4.3 Provide information about different options available to manage continence.		
	4.4 Agree with the individual: <ul style="list-style-type: none"> <li>• strategies and/or aids</li> <li>• level and type of support.</li> </ul>		
	4.5 Record agreed strategies and aids to be used in the care and support plan.		
5. Be able to support the use of aids and strategies to manage continence.	5.1 Support the individual to use continence equipment.		
	5.2 Follow infection prevention and control procedures.		
	5.3 Support individuals with care of the skin and surrounding area.		
	5.4 Monitor, record and report: <ul style="list-style-type: none"> <li>• changes in urinary and bowel action</li> <li>• changes in the surrounding skin</li> <li>• levels of support.</li> </ul>		
6. Be able to evaluate strategies and aids for managing continence.	6.1 Review the strategies, aids and support provided for managing continence with the individual and <b>others</b> .		
	6.2 Make changes to the strategies and aids as agreed with the individual and others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3 Identify when referral to a professional is necessary.		

WITHDRAWN

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0219
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>
Unit assessment guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• patterns of eating and drinking</li> <li>• ageing</li> <li>• infection</li> <li>• limited mobility</li> <li>• unfamiliar environment</li> <li>• difficulty accessing toilet</li> <li>• confusion</li> <li>• exercise and mobility</li> <li>• use of medication</li> <li>• daily routines.</li> </ul> <p><b>Strategies</b> may include:</p> <ul style="list-style-type: none"> <li>• accessible toilets with adaptations</li> <li>• prompting individuals to use toilet</li> <li>• pelvic floor exercises</li> <li>• dietary changes.</li> </ul> <p><b>Continence aids</b> may include:</p> <ul style="list-style-type: none"> <li>• urinal/commode/bedpan</li> <li>• continence pads</li> <li>• penile sheaths</li> <li>• protective clothing and bedding.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 8**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC AS 9: Understand how to support individuals to access and engage in education, training and employment (ETE)**

<b>Unit reference</b>	Y/616/6330	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals to access and engage in education, training and employment (ETE).		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, statutory guidance and codes of practice in relation to supporting <b>individuals</b> to access and engage in education, training and employment.	1.1 Outline the legislation, statutory guidance and codes of practice in relation to accessing education, training and employment.		
	1.2 Explain how the duty to make reasonable adjustments impacts on an individual accessing or engaging in education, training and employment.		
2. Understand the principles of engagement in education, training or employment for individuals.	2.1 Explain how engagement in education, training or employment opportunities can have a positive impact on the <b>well-being</b> and quality of life for individuals.		
	2.2 Summarise motivational theories and their influence on individuals engaging with education, training and employment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Describe potential <b>barriers</b> that may impact an individual's engagement in education, training and employment.		
	2.4 Explain approaches that may be used to overcome barriers to engaging in education, training and employment.		
3. Understand support available for individuals in relation to education, training and employment.	3.1 Describe current funding initiatives that support individuals to access and engage in education, training and employment.		
	3.2 Identify agencies and partners that provide support to individuals regarding access to and engagement in education, training and employment.		
	3.3 Summarise <b>additional learning support</b> that is available to learning providers or employers to support individuals to access and engage in education, training and employment.		
4. Understand how to advise and support individuals to access and engage in education, training or employment.	4.1 Describe principles of personalisation and co-production in relation to supporting individuals to access and engage in education, training and employment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Describe <b>information</b> collated during interview and assessment to enable individuals to make informed decisions.		
	4.3 Describe <b>forms of assessment</b> that may be used to assist an individual to engage in appropriate education, training or employment opportunities.		
	4.4 Explain how to resolve any issues when providing informed advice.		
	4.5 Describe the importance of partnership working in facilitating education, training and employment opportunities.		

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	Sensory Services 5
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Barriers</b> may include:</p> <ul style="list-style-type: none"> <li>• lack of confidence</li> <li>• previous experience of ETE</li> <li>• Specific Learning Difficulties (SpLD)</li> <li>• mental ill health</li> <li>• physical or learning disability</li> <li>• anxiety</li> <li>• sensory processing differences</li> <li>• autism spectrum condition (ASC)</li> <li>• transitional.</li> </ul> <p><b>Additional learning support</b> may include:</p> <ul style="list-style-type: none"> <li>• statutory or voluntary agency support</li> <li>• physical adaptations</li> <li>• emotional support</li> <li>• financial support</li> <li>• assistive technology</li> <li>• additional and specialist learning support.</li> </ul>

	<p><b>Information</b> may include:</p> <ul style="list-style-type: none"> <li>• aspirations</li> <li>• aptitude</li> <li>• skills and abilities</li> <li>• interests</li> <li>• experience</li> <li>• qualifications</li> <li>• support needs</li> <li>• preferred career pathways</li> <li>• personal circumstances</li> <li>• language/communication needs</li> <li>• criminal history</li> <li>• education, health and care plans.</li> </ul> <p><b>Forms of assessment</b> may include:</p> <ul style="list-style-type: none"> <li>• self-assessments</li> <li>• learning styles</li> <li>• skills tests</li> <li>• performance assessments</li> <li>• diagnostic tests</li> <li>• physical capacity and fitness</li> <li>• psychometric testing</li> <li>• honesty and integrity tests</li> <li>• pre-employment skills matching.</li> </ul>
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<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: HSC AS 9</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**AHP 31: Facilitate learning and development activities to meet individual needs and preferences**

<b>Unit reference</b>	M/615/7259	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	35
<b>Unit aim</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 to plan, take part in and evaluate learning or development activities.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role of learning and development activities in meeting individual needs.	1.1 Describe the benefits to <b>individuals</b> of engaging in <b>learning or development</b> activities.		
	1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate.		
	1.3 Explain how individual needs and <b>preferences</b> may influence how learning and development activities are accessed or delivered.		
2. Be able to identify learning and development activities to meet individual needs and preferences.	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities.		
	2.2 Provide the individual and <b>others</b> with information on possible learning or development activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities.		
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual.		
3. Be able to plan learning and development activities with individuals.	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported.		
	3.2 Establish with the individual and others a plan for implementing the programme of activities.		
	3.3 Assess risks in line with <b>agreed ways of working.</b>		
4. Be able to prepare for learning and development activities.	4.1 Obtain or prepare resources or equipment needed for the activity.		
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual.		
	4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation.		
	4.4 Prepare the environment so that the activity can be carried out safely and effectively.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to facilitate learning and development activities with individuals.	5.1 Carry out agreed role in facilitating the activity.		
	5.2 Support the individual to engage with the activity in a way that promotes <b>active participation</b> .		
	5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided.		
	5.4 Make adjustments in response to feedback.		
6. Be able to evaluate and review learning and development activities.	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided.		
	6.2 Collate and present information for evaluation as agreed.		
	6.3 Use agreed criteria to evaluate the activity with the individual and others.		
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided.		
	6.5 Explain the importance of recognising progress achieved through a learning or development activity.		
	6.6 Record the outcome of the evaluation in line with organisational requirements.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.7 Explain how to refer any concerns to an appropriate person.		

WITHDRAWN

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC0351
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Learning and development activities</b> may include:</p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services families, carers and advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC AS 12: Managing pain and discomfort**

<b>Unit reference</b>	M/616/6334	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	24
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage individuals' pain and discomfort.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the experience and impact of pain and discomfort.	1.1 Identify different <b>types of pain</b> .		
	1.2 Describe the features of different types of pain and <b>discomfort</b> .		
	1.3 Explain <b>factors</b> that influence pain and discomfort.		
	1.4 Explain the association between pain and anxiety.		
	1.5 Explain the importance of recognising that perception of pain is different.		
	1.6 Describe the effects of pain and discomfort on an individual's well-being: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional.</li> </ul>		
2. Understand how to assess and monitor pain and discomfort.	2.1 Describe how <b>individuals</b> may express that they are in pain or discomfort.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Give examples of how an individual's behaviour may indicate that they are in pain or discomfort.		
	2.3 Explain how pain or discomfort is monitored: <ul style="list-style-type: none"> <li>• observational</li> <li>• self-monitoring</li> <li>• pain measurement or scoring tools.</li> </ul>		
	2.4 Describe the purpose of measuring pain and discomfort.		
3. Understand approaches to pain management and minimising discomfort.	3.1 Summarise <b>approaches and theories</b> used in pain management.		
	3.2 Describe a range of <b>interventions</b> that can be used to alleviate pain and minimise discomfort.		
	3.3 Describe how an individual's culture and beliefs might influence their preferred approach to symptom management.		
	3.4 Explain the role of the practitioner in supporting individuals who are experiencing pain and discomfort.		
	3.5 Describe the possible side effects of medication used for pain relief.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.6 Describe the roles and responsibilities of others involved with pain management.		
4. Understand legislation and guidance relating to pain management and minimising discomfort.	4.1 Outline how <b>legislation and guidance</b> applies to the management of pain and minimising discomfort.		
	4.2 Outline protocols and agreed ways of working for pain management and minimising discomfort.		
	4.3 Identify sources of support, information and guidance.		
5. Be able to support individuals to manage pain and discomfort.	5.1 Encourage individuals to communicate or express their pain and discomfort.		
	5.2 Assess pain levels using approved assessment tools.		
	5.3 Support individuals and carers to take measures to alleviate pain and discomfort.		
	5.4. Carry out agreed measures to alleviate an individual's pain and discomfort.		
6. Be able to monitor, record and report on the management of individuals' pain or discomfort.	6.1 Monitor the effectiveness and side effects of interventions used to relieve pain and discomfort.		
	6.2 Complete records according to agreed ways of working.		

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

WITHDRAWN



<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 5 and 6 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Types of pain</b> may include:</p> <ul style="list-style-type: none"> <li>• acute and chronic pain</li> <li>• breakthrough pain</li> <li>• the range of different sensations of pain and discomfort, e.g.: aches, cramp, itching, burning, neuralgia, spasm, crushing, soreness, stabbing, throbbing, numbness, pins and needles.</li> </ul> <p><b>Discomfort</b> may include:</p> <ul style="list-style-type: none"> <li>• nausea</li> <li>• side effects of medication.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• the type of pain</li> <li>• the purpose of the pain, e.g.: ‘positive’ pain associated with healing, recovery, endurance, or childbirth where outcome is positive and ‘negative’ as a sign of injury, tissue damage or warning</li> <li>• individual perceptions and experiences of pain</li> <li>• different emotions such as fear, anxiety and tension.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Approaches and theories</b> may include:</p> <ul style="list-style-type: none"> <li>• holistic approach</li> <li>• person-centred</li> <li>• palliative</li> <li>• Gate Control theory of pain.</li> </ul> <p><b>Interventions</b> may include:</p> <ul style="list-style-type: none"> <li>• pharmacological and other measures that are used to relieve pain, symptoms and reduce discomfort.</li> </ul> <p><b>Legislation and guidance</b> may include:</p> <ul style="list-style-type: none"> <li>• legislation in relation to -</li> </ul>

- |  |                                                                                                                                                                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>- medicines</li><li>- controlled drugs</li><li>- moving and positioning</li><li>- mental capacity and advance care planning</li><li>• guidance - NICE guidelines relating to management of different types of pain.</li></ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 12**

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

Assessor name:

Signature:

Date:

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

**AN 39: Awareness of the Mental Capacity Act 2005**

<b>Unit reference</b>	R/615/7254	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	28
<b>Unit aim</b>	This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of the Mental Capacity Act 2005.	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves.		
	1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves.		
	1.3 Explain how the Mental Capacity Act 2005: <ul style="list-style-type: none"> <li>empowers people to make decisions for themselves</li> <li>protects people who lack capacity by placing them at the heart of the decision-making process.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves.		
2. Understand the key elements of the Mental Capacity Act 2005.	2.1 Define the five statutory principles included in the Mental Capacity Act 2005.		
	2.2 Describe when a worker must comply with the Mental Capacity Act 2005.		
	2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity.		
	2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005.		
	2.5 Explain ' <b>best interests</b> ' as defined in the Mental Capacity Act 2005.		
	2.6 Explain what actions need to be taken to ensure a worker acts in an individual's best interests.		
	2.7 Identify whose responsibility it is to assess capacity and best interests.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves.		
	2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed.		
	2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions.		
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005.	3.1 Identify the range of actions that amount to restraint.		
	3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005.		
	3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being <b>deprived of their liberty</b> .		
	3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty.		
	3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity.	4.1 Explain the legal status of the Mental Capacity Act 2005 Code of Practice.		
	4.2 Explain the purpose of the Mental Capacity Act 2005 Code of Practice.		
	4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.
Unit guidance	<p><b>Best interests</b> - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5).</p> <p><b>Deprived of their liberty</b> - Mental Capacity Act Code of Practice (Chapter 6).</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: AN 39</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____ Date: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**HSC AS 14: Promote nutrition and hydration in adult care settings**

<b>Unit reference</b>	A/616/6336	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	42
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote nutrition and hydration in health and social care settings.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the components of 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.		
2. Understand current national and organisational requirements for meeting nutritional and hydration needs in adult care settings.	2.1 Summarise current legislation and national guidelines in relation to: <ul style="list-style-type: none"> <li>• <b>nutritional guidelines</b> for a balanced diet</li> <li>• meeting nutritional and hydration needs</li> <li>• food safety nutritional screening and malnutrition.</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Describe the roles and responsibilities of <b>others</b> in assessing and managing nutritional and hydration needs with <b>individuals</b> .		
	2.3 Explain how to access additional support and information in relation to nutrition and hydration.		
	2.4 State the prevalence of malnutrition amongst individuals accessing health and social care services.		
3. Understand malnutrition in adult care settings.	3.1 Describe <b>factors</b> that impact on nutritional intake.		
	3.2 Describe <b>risk factors</b> that may lead to malnutrition.		
	3.3 Describe the signs of malnutrition.		
	3.4 Explain the purpose of <b>nutritional screening</b> and associated risk assessment.		
	3.5 Describe how nutritional and fluid intake should be monitored.		
	3.6 Describe the impacts of malnutrition on an individual's health and well-being.		
	3.7 Explain ways of ensuring food and drink have increased nutritional density through fortification.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.8 Describe the appropriate use of nutritional supplements.		
	3.9 Identify when referral to a health professional is necessary.		
4. Understand individual preferences and <b>special dietary requirements</b> in health and social care settings.	4.1 Describe how <b>individual differences</b> may influence dietary preferences and intake.		
	4.2 Describe barriers to healthy eating for individuals.		
	4.3 Describe dietary requirements associated with common health conditions.		
	4.4 Describe how to support individuals with: <ul style="list-style-type: none"> <li>• food allergy</li> <li>• food intolerance.</li> </ul>		
	4.5 Explain the importance of following special dietary requirements.		
	4.6 Explain what adaptations to a balanced diet may be required to meet different requirements.		
	4.7 Describe the importance of understanding an individual's life history in supporting nutrition and hydration needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand how to promote a culture and environment that supports nutrition and hydration.	5.1 Explain why it is important to include a variety of food and drink in the diets of individuals.		
	5.2 Describe how to use a person-centred approach to support individuals with different levels of ability to eat and drink.		
	5.3 Explain the benefits of protected mealtimes.		
	5.4 Describe how mealtime environments and food presentation can be a barrier to meeting nutritional needs.		
	5.5 Explain how to promote an enabling and positive culture conducive to eating and drinking.		
6. Be able to promote nutrition in health and social care settings.	6.1 Plan a balanced diet with an individual that incorporates their preferences and meets nutritional requirements.		
	6.2 Evaluate the effectiveness of different ways of promoting healthy eating.		
7. Be able to screen and monitor nutrition and hydration in health and social care settings.	7.1 Carry out nutritional screening using an approved assessment tool.		
	7.2 Monitor and record the nutrition and fluid intake of an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.3 Report any concerns or information for referral to appropriate health professional.		
	7.4 Implement interventions identified through nutritional screening.		
	7.5 Review the effectiveness of the interventions following nutritional screening.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 213
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 6 and 7 must be assessed in a real work environment.</p>
Unit assessment guidance	<p><b>Nutritional guidelines</b> refers to the latest national guidance for appropriate groups according to approved national sources such as the Eat Well Guide, National Institute for Health and Care Excellence (NICE).</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• culture and religion</li> </ul>

- individual preferences and habits
- physical factors, e.g. positioning, oral hygiene
- psychological factors, e.g. depression, eating disorders
- income, lifestyle and social convention
- media
- family and peer group influences
- ethics, morals and political beliefs
- neglect.

**Risk factors** could include:

- dysphagia
- effects of medication
- physical or mental health
- specific conditions such as dementia
- oral health
- communication
- understanding of healthy and balanced diet appropriate to the individual.

**Nutritional screening** may include:

- Malnutrition Universal Screening Tool (MUST)
- British Association for Parenteral And Enteral Nutrition (BAPEN)
- National Institute for Health and Care Excellence (NICE) Nutrition for Adults.

**Special dietary requirements** may include:

- diets for an illness or condition, e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - dysphagia, coeliac disease.

**Individual differences** may include:

- health and well-being
- cognitive and emotional
- values and beliefs
- culture and religion
- mental health
- gender
- age
- specific conditions e.g. dementia, autism, learning disability
- values and beliefs.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 14**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

## HSC AS 15: Understand personalisation in adult care



<b>Unit reference</b>	L/616/6339	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	22
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required in relation to personalisation in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand personalisation in social care.	1.1 Summarise current legislation, statutory guidance and national policies that promote personalisation.		
	1.2 Define the term personalisation.		
	1.3 Explain the relationship between personalisation, rights, choice and control, independent living and well-being.		
2. Understand systems which promote personalisation.	2.1 Summarise <b>local and national systems</b> which promote personalisation.		
	2.3 Identify <b>types</b> of care and support planning tools available.		
3. Understand how to implement personalisation	3.1 Explain the care planning process.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
in practice.	3.2 Describe strategies to overcome barriers to personalisation.		
	3.3 Outline the role of risk management in promoting personalised care.		
	3.4 Describe types of support that <b>individuals</b> or their families can access in relation to personalised care services.		
	3.5 Outline the role of independent advocacy in promoting personalisation.		



<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 24, HSC 35, HSC 346, HSC 3119
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Local and national systems</b> may include:</p> <ul style="list-style-type: none"> <li>• assessed and eligible</li> <li>• assessed and self-funded</li> <li>• personal budgets</li> <li>• direct payments</li> <li>• deferred payment agreements</li> <li>• carers allowance</li> <li>• benefits and grants.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 15**

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

Assessor name:

Signature:

Date:

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

**HSC AS 17: Implement positive behaviour support**

<b>Unit reference</b>	L/616/6342	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	41
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the legislative framework in relation to positive behaviour support.	1.1 Summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support.		
	1.2 Summarise organisational policies and procedures in relation to positive behaviour support.		
	1.3 Explain the value base underpinning positive behaviour support.		
	1.4 Describe own and <b>others'</b> role and responsibilities in relation to positive behaviour support.		
2. Understand behaviour as a means of expression.	2.1 Explain the role of functional assessment in understanding an <b>individual's</b> behaviour.		
	2.2 Analyse how behaviour may be perceived by others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain <b>factors</b> that may influence an individual's behaviour.		
	2.4 Explain behaviour as a form of expression.		
3. Understand approaches to positive behavioural support.	3.1 Explain <b>approaches to positive behaviour support</b> .		
	3.2 Explain: <ul style="list-style-type: none"> <li>• proactive strategies</li> <li>• reactive strategies.</li> </ul>		
	3.3 Explain reasons for reinforcing positive behaviour with individuals.		
	3.4 Explain the importance of <b>positive interaction</b> .		
	3.5 Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others.		
	3.6 Explain how <b>active support</b> can help promote positive behaviour.		
	3.7 Analyse the role of structure and daily planning in positive behaviour support.		
3.8 Identify sources of support, information and guidance for positive behaviour support.			

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to monitor the behaviour of individuals.	4.1 Use <b>structured methods</b> to monitor and record an individual's pattern of behaviour.		
	4.2 Work with the individual and others to identify <b>triggers</b> : <ul style="list-style-type: none"> <li>• slow triggers</li> <li>• fast triggers.</li> </ul>		
	4.3 Review an individual's behaviour in relation to: <ul style="list-style-type: none"> <li>• antecedent</li> <li>• behaviour</li> <li>• consequences.</li> </ul>		
	4.4 Record and report outcomes.		
5. Be able to agree strategies for positive behaviour support with individuals and others.	5.1 Establish ways to develop an individual's skills to promote participation in day-to-day activities.		
	5.2 Support individuals to acknowledge their behaviour and develop coping strategies.		
	5.3 Agree with individuals and others strategies to be used in different situations to support positive behaviour.		
	5.4 Describe sources of support, information and guidance for promoting positive behaviour.		
6. Be able to implement <b>positive behaviour support plans</b> .	6.1 Explain the purpose of positive behaviour support plans for individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2 Identify the components of a positive behaviour support plan.		
	6.3 Implement agreed strategies in line with the individual's positive behaviour support plan.		
	6.4 Contribute to the review of an individual's positive behaviour support plan.		
7. Be able to support individuals through incidents of behaviour.	7.1 Work with others to agree protocols for least restrictive interventions.		
	7.2 Identify and respond to triggers which may result in escalation of behaviour.		
	7.3 Maintain safety and well-being throughout the incident for: <ul style="list-style-type: none"> <li>• individual</li> <li>• self</li> <li>• others.</li> </ul>		
	7.4 Provide post-incident support to individuals and others.		
	7.5 Record and report incidents of behaviour.		
8. Be able to develop practice in relation to positive behaviour support.	8.1 Support others to recognise how their actions can diffuse or escalate an individual's behaviour.		
	8.2 Role model good practice in positive behaviour support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	8.3 Provide feedback to others in relation to positive behavioural support practice.		
	8.4 Reflect on own practice in relation to positive behaviour support.		
	8.5 Explain how and when to access support to manage the well-being of self and others.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 326, HSC 337, HSC 398
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 4, 5, 6, 7 and 8 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• dementia, autism, learning disability</li> <li>• stress response</li> <li>• sensory needs</li> <li>• frustration</li> <li>• pain</li> <li>• past experiences</li> </ul>

- physical or mental health
- boredom
- confusion or memory impairment
- age-related
- feelings of loss of control
- communication difficulties
- environmental.

**Approaches to positive behaviour support** may include:

- Applied Behaviour Analysis (ABA)
- time intensity model
- theories of Personhood and Malignant Psychology that are used in relation to individuals with dementia (T. Kitwood).

#### **Positive interaction**

The interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support, working with an individual's strengths and abilities, breaking activities into manageable steps; and positive reinforcement to promote participation.

**Active support** refers to a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

**Structured methods** may include:

- measures for monitoring and recording behaviour:
  - ABC charts
  - scatter plots
  - incident forms
  - behaviour monitoring forms
  - direct observation.

**Triggers** are those events, circumstances or stimuli that cause behaviour which may bring harm to the individual and others or that others find challenging.

- slow triggers: aspects of a person's environment or daily routines that do not necessarily happen immediately before the behaviour, but still have an effect on behaviour
- fast triggers: specific events that occur immediately prior to the behaviour; their impact upon behaviour is rapid or immediate.

**Positive behaviour support plan:**

Different terminology may be used to refer to this in various settings. It is used to monitor patterns of behaviour, identify causes and triggers, plan strategies to put in place and review effects of strategies. It should be personalised and created with the individual whenever possible.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 17**

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

Assessor name:

Signature:

Date:

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



**HSC AS 18: Develop, implement and review reablement plans**

<b>Unit reference</b>	F/616/6323	<b>Unit level</b>	4
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to develop, implement and review reablement plans.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand reablement.	1.1 Explain current legislation in relation to reablement.		
	1.2 Analyse the evidence base for current policy drivers towards reablement.		
	1.3 Explain how the following principles support reablement: <ul style="list-style-type: none"> <li>• independence</li> <li>• empowerment</li> <li>• personalisation</li> <li>• choice and control.</li> </ul>		
	1.4 Explain how reablement services can: <ul style="list-style-type: none"> <li>• improve an <b>individual's</b> outcome</li> <li>• increase quality of life</li> <li>• support the family of an individual.</li> </ul>		
	1.5 Evaluate strategies used in reablement planning: <ul style="list-style-type: none"> <li>• positive risk-taking</li> <li>• outcomes-focused goals.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of activities of daily living for individuals.	2.1 Explain basic and complex activities of daily living.		
	2.2 Evaluate how reablement can promote independence in daily activities for individuals.		
	2.3 Analyse <b>barriers</b> to independence in relation to activities of daily living.		
3. Understand resources available to support reablement.	3.1 Explain <b>techniques</b> for reablement.		
	3.2 Explain roles and responsibilities of professionals within the <b>multi-disciplinary team</b> .		
	3.3 Explain how multi-disciplinary team working is used to support reablement.		
	3.4 Describe how equipment can be used to support reablement.		
	3.5 Explain how assistive technology can support reablement.		
	3.6 Explain when and how to involve other <b>agencies</b> to support reablement.		
4. Be able to contribute to the development of plans for reablement.	4.1 Work in partnership with individuals, <b>others</b> and the multi-disciplinary team to agree outcome-focused goals using assessment information.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Address barriers identified in an individual's reablement plan.		
	4.3 Identify resources needed to implement the reablement plan.		
	4.4 Assess risks associated with the reablement plan.		
	4.5 Develop contingency plans to reduce the likelihood of identified risks.		
	4.6 Record the reablement plan.		
5. Be able to implement a reablement plan.	5.1 Support the individual, others and multi-disciplinary team to engage in the reablement plan.		
	5.2 Enable an individual to participate in activities of daily living.		
	5.3 Enable learning and engagement with an individual and their family.		
	5.4 Address barriers identified in an individual's reablement plan.		
6. Be able to monitor and review the reablement plan.	6.1 Work in partnership with the individual, others and the multi-disciplinary team to monitor progress towards the outcome-focused goals.		
	6.2 Evaluate the effectiveness of the reablement plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.3 Work in partnership with the individual, others and the multi-disciplinary team to agree any changes to the reablement plan.		
	6.4 Record agreed changes to reablement plan.		

WITHDRAWN

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Barriers</b> may include:</p> <ul style="list-style-type: none"> <li>• environmental</li> <li>• social</li> <li>• physical</li> <li>• emotional</li> <li>• sensory impairment</li> <li>• cognitive</li> <li>• financial.</li> </ul> <p><b>Techniques</b> may include:</p> <ul style="list-style-type: none"> <li>• pacing</li> <li>• grading</li> <li>• energy conservation</li> <li>• times and length of calls</li> <li>• spacing between visits.</li> </ul> <p><b>Multi-disciplinary team</b> may include:</p> <ul style="list-style-type: none"> <li>• care delivery team</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• social worker</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• community psychiatric nurse</li> <li>• dementia care advisors.</li> </ul> <p><b>Agencies</b> may include services or facilities that may have influence or responsibilities in relation to the individual's reablement plan, e.g. housing, adult services, meals on wheels, financial, support groups etc.</p>

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 18**

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

Assessor name:

Signature:

Date:

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

**HSC AS 19: Support individuals to retain, regain and develop skills for everyday life**

<b>Unit reference</b>	H/616/6346	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	28
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to retain, regain and develop skills for everyday life.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of supporting skills for everyday life.	1.1 Describe factors across life stages that impact the retention and development of skills for everyday living.		
	1.2 Analyse reasons why <b>individuals</b> may need support to maintain, regain or develop skills for everyday life.		
	1.3 Explain how maintaining, regaining or developing skills can impact individuals.		
2 Understand how to support individuals to retain, regain and develop skills for everyday life.	2.1 Compare <b>methods</b> for developing and maintaining skills for everyday life.		
	2.2 Explain how fluctuations in an individual's ability may impact support provided.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain the role of relationships and support networks in encouraging skills development for everyday life.		
	2.4 Explain how to resolve conflicts when supporting individuals to plan for retaining, regaining and developing skills.		
3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life.	3.1 Support an individual to communicate and identify their current skills, aptitudes and abilities.		
	3.2 Work with an individual and <b>others</b> to communicate and identify skills for everyday life that need to be retained, regained or developed.		
	3.3 Identify when specialist support may be required to retain, regain or develop skills.		
	3.4 Agree goals and methods of support for retaining, regaining or developing skills with individuals and others.		
	3.5 Agree a care and support plan with individuals and others.		
	3.6 Support an individual to select methods of support to achieve progress.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to support individuals to retain, regain or develop skills for everyday life.	4.1 Support individuals to retain, regain and develop skills, in a way that builds on strengths and promotes <b>active participation</b> .		
	4.2 Support individuals to carry out activities in ways that ensure safety.		
	4.3 Modify approaches in response to distress or expressed wishes of an individual.		
	4.4 Encourage individuals to recognise progress and identify additional support needs.		
	4.5 Give constructive feedback to an individual in relation to progress and achievement.		
5. Be able to evaluate support for retaining, regaining or developing skills for everyday life.	5.1 Work with an individual and others to agree criteria and processes for evaluating support.		
	5.2 Evaluate progress towards goals and the effectiveness of methods used.		
	5.3 Agree revisions to the plan for retaining, regaining or developing skills.		
	5.4 Record and report outcomes.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 344
Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Methods</b> should be person-led and may include:</p> <ul style="list-style-type: none"> <li>• demonstration</li> <li>• discussion</li> <li>• coaching</li> <li>• instruction</li> <li>• repetition</li> <li>• cognitive exercises.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> refers to a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** HSC AS 19

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

## HSC AS 21: Understand how to support individuals with foot care



<b>Unit reference</b>	M/616/6348	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with foot care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the basic structure and function of the foot.	1.1 Describe the <b>structures</b> of the foot and ankle.		
	1.2 Outline the function of the structures of the foot and ankle.		
	1.3 Explain the importance of mobility and blood circulation for feet.		
	1.4 Describe the growth process of toenails and the effects of aging on this process.		
2. Understand the causes and risk factors of foot problems.	2.1 Describe the potential effects of common <b>medical conditions</b> on feet and toenails.		
	2.2 Outline <b>factors</b> that might affect an <b>individual's</b> ability to care for their feet.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Describe the effects of unsanitary living conditions on feet and toenails.		
	2.4 Describe the effects of unsuitable footwear on the feet and toenails.		
	2.5 Explain the support available for <b>individuals at risk</b> of developing foot and toenail problems.		
3. Understand how to carry out foot and nail care.	3.1 Describe how to provide assistance to individuals with foot and nail care.		
	3.2 Describe <b>signs of foot problems</b> .		
	3.3 Identify items within a basic personal foot and nail care toolkit.		
	3.4 Describe how to prepare an environment that is comfortable and safe for foot and nail care.		
	3.5 Explain how to clip and file toenails.		
	3.6 Describe infection control requirements in relation to foot care.		
	3.7 Explain the key factors of <b>skin care</b> .		
	3.8 Describe features of healthy <b>footwear</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand reporting and referral procedures in relation to foot care.	4.1 Describe the referral processes for <b>podiatry</b> services.		
	4.2 Outline how to report and record support with foot care.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Structures</b> may include:</p> <ul style="list-style-type: none"> <li>• forefoot</li> <li>• midfoot</li> <li>• hindfoot.</li> </ul> <p><b>Medical conditions</b> may include:</p> <ul style="list-style-type: none"> <li>• diabetes</li> <li>• arthritis</li> <li>• peripheral vascular disease</li> <li>• eczema.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• limited mobility</li> <li>• physical disability</li> <li>• mental ill health</li> <li>• cognitive impairment.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Individuals at risk</b> refers to individuals with conditions that heighten the likelihood of foot and toenail problems.</p> <p><b>Signs of foot problems</b> may include:</p> <ul style="list-style-type: none"> <li>• cuts</li> <li>• sores</li> <li>• blood or fluid leakage</li> <li>• swelling</li> </ul>

- redness
- bruising
- warm areas
- verrucas
- corns
- calluses
- in growing toenails
- athlete's foot
- fungal nail infections
- pressure ulcers.

**Skin care** may include:

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

**Footwear** may include:

- slippers
- socks or tights
- shoes.

**Podiatry** is the professional care and treatment of people's feet and is the modern term for chiropody.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 21**

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

Assessor name:

Signature:

Date:

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

**AHP 21: Provide agreed support for foot care**

<b>Unit reference</b>	A/615/7295	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	23
<b>Unit aim</b>	This unit is aimed at those working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the signs and causes of foot and toenail abnormalities.	1.1 Describe the effects of common medical conditions on the feet and toenails.		
	1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails.		
2. Be able to provide support for assessed foot care needs.	2.1 Ascertain information about an <b>individual's</b> assessed foot care needs.		
	2.2 Ensure the setting for foot care meets the individual's <b>preferences</b> and maintains privacy.		
	2.3 Gain consent to provide treatment to the individual.		
	2.4 Prepare the equipment required for treatment.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5 Prepare the individual's feet for treatment, in a way that promotes <b>active participation</b> .		
	2.6 Describe how and when to access additional guidance about assessed foot care needs.		
3. Be able to promote the individual's engagement in their own foot care.	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used.		
	3.2 Invite feedback from the individual on how their foot care is carried out.		
	3.3 Explain why advice should not be given unless agreed with the podiatrist.		
4. Be able to provide foot care safely.	4.1 Carry out agreed foot care treatments in accordance with instructions.		
	4.2 Operate equipment safely and in accordance with instructions.		
	4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks.		
	4.4 Dispose of waste products safely.		
	4.5 Provide follow-up instructions to individual on completion of treatment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to record and report on foot care.	5.1 Record the condition of the individual's feet before treatment.		
	5.2 Record treatments carried out.		
	5.3 Explain how to record any adverse reactions or responses to treatments or dressings.		
	5.4 Report on foot care treatments, conditions and reactions in agreed ways.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	CHS 150
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

**AHP 16: Provide support to individuals to continue recommended therapies**

<b>Unit reference</b>	F/615/7170	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	20
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of supporting individuals to continue recommended therapies.	1.1 Analyse benefits of recommended therapies to an <b>individual's</b> health and well-being.		
	1.2 Describe barriers that prevent individuals from continuing recommended therapies.		
	1.3 Discuss consequences of individuals discontinuing recommended therapies.		
2. Be able to encourage individuals to continue recommended therapies.	2.1 Agree individual's <b>needs, wishes and preferences</b> in relation to continuing a recommended therapy.		
	2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy.		
	2.4 Explain how to motivate the individual to continue the recommended therapy.		
3. Be able to support individuals to continue recommended therapy.	3.1 Clarify information required prior to providing support.		
	3.2 Promote <b>active participation</b> during therapy.		
	3.3 Manage concerns encountered during therapy.		
	3.4 Provide constructive feedback and encouragement to the individual during therapy.		
4. Be able to monitor, record and report on observations during recommended therapy.	4.1 Establish with the individual and <b>others</b> the observations to be made during therapy sessions.		
	4.2 Carry out agreed observations within scope of own role.		
	4.3 Record agreed observations within scope of own role.		
	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.		

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

WITHDRAWN

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0352
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Needs, wishes and preferences</b> can include:</p> <ul style="list-style-type: none"> <li>• importance of recognising individual needs</li> <li>• age and stage of development of child or young person</li> <li>• home language</li> <li>• preferred method</li> <li>• additional learning needs</li> <li>• physical disabilities</li> <li>• cognitive and communication difficulties</li> <li>• alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 16**

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

Assessor name:

Signature:

Date:

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



**AN 25: Move and position individuals in accordance with their care plan**

<b>Unit reference</b>	T/615/7229	<b>Unit level</b>	2
<b>Credit value</b>	4	<b>GL</b>	26
<b>Unit aim</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 move and position individuals as part of their plan of care according to their specific needs.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals.	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning <b>individuals</b> .		
	1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals.		
	1.3 Describe health and safety factors in relation to moving and positioning individuals.		
2. Understand anatomy and physiology in relation to moving and positioning individuals.	2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals.		
	2.2 Describe the impact of specific conditions on the movement and positioning of an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to minimise risk before moving and positioning individuals.	3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual's care plan</li> <li>• the moving and handling risk assessment.</li> </ul>		
	3.2 Identify any immediate risks to the individual.		
	3.3 Describe the action to take in relation to identified risks.		
	3.4 Describe the action to take if the individual's wishes conflict with their care plan.		
	3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> <li>• adequate space for the move</li> <li>• potential hazards are removed.</li> </ul>		
	3.6 Apply standard precautions for infection control.		
4. Be able to move and position an individual.	4.1 Confirm the individual's identity and obtain <b>valid consent</b> .		
	4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>• provides relevant information</li> <li>• addresses needs and concerns</li> <li>• provides support and reassurance</li> <li>• is respectful of personal beliefs and preferences.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Position the individual in accordance with their care plan.		
	4.4 Communicate effectively with others involved in the manoeuvre.		
	4.5 Describe the aids and equipment that may be used for moving and positioning.		
	4.6 Use equipment to maintain the individual in the appropriate position.		
	4.7 Encourage the individual's <b>active participation</b> in the manoeuvre.		
	4.8 Monitor the individual throughout the activity.		
	4.9 Record and report the activity noting when the next positioning manoeuvre is due.		
5. Know when to seek advice and/or assistance from others when moving and positioning an individual.	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual.		
	5.2 Describe sources of information available in relation to moving and positioning individuals.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	CHS6 2012		

Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 25**

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

Assessor name:

Signature:

Date:

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

**AN 33: Support individuals to access and use services and facilities**

<b>Unit reference</b>	A/615/7202	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	25
<b>Unit aim</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 to select, use and review services and facilities.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors that influence individuals' access to services and facilities.	1.1 Describe how accessing a range of services and facilities can be beneficial to an <b>individual's</b> well-being.		
	1.2 Identify barriers that individuals may encounter in accessing services and facilities.		
	1.3 Describe ways of overcoming barriers to accessing services and facilities.		
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.		
2. Be able to support individuals to select services and facilities.	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Agree with individuals their preferred options for accessing services and facilities.		
	2.3 Work with individuals to select services or facilities that meet their assessed needs and <b>preferences</b> .		
3. Be able to support individuals to access and use services and facilities.	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities.		
	3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities.		
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.		
4. Be able to support individuals to review their access to and use of services and facilities.	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences.		
	4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Work with individuals and <b>others</b> to evaluate the support provided for accessing and using services or facilities within scope of own role.		
	4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0226
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 33**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN



**AN 38: Support independence in the tasks of daily living**

<b>Unit reference</b>	D/615/7323	<b>Unit level</b>	2
<b>Credit value</b>	5	<b>GL</b>	37
<b>Unit aim</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 in the tasks of daily living and promote their independence in these areas.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles for supporting independence in the tasks of daily living.	1.1 Explain how <b>individuals</b> can benefit from being as independent as possible in the tasks of daily living.		
	1.2 Explain how <b>active participation</b> promotes independence in the tasks of daily living.		
	1.3 Describe how daily living tasks may be affected by an individual's culture or background.		
	1.4 Explain the importance of providing support that respects the individual's culture and preferences.		
	1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6 Explain why it is important to establish roles and responsibilities for providing support.		
2. Be able to establish what support is required for daily living tasks.	2.1 Access information about support for daily living tasks, using an individual's <b>care plan</b> and agreed ways of working.		
	2.2 Clarify with the individual and <b>others</b> , the requirements for supporting an individual's independence in daily living tasks.		
	2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.		
3. Be able to provide support for planning and preparing meals.	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences.		
	3.2 Support the individual to store food safely.		
	3.3 Support the individual to prepare food in a way that promotes active participation and safety.		
4. Be able to provide support for buying and using household and personal	4.1 Identify different ways of buying household and personal items.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
items.	4.2 Work with the individual to identify household and personal items that are needed.		
	4.3 Support the individual to buy items in their preferred way.		
	4.4 Support the individual to store items safely.		
	4.5 Support the individual to use items safely.		
5. Be able to provide support for keeping the home clean and secure.	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety.		
	5.2 Describe different risks to home security that may need to be addressed.		
	5.3 Support the individual to use agreed security measures.		
6. Be able to identify and respond to changes needed in support for daily living tasks.	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks.		
	6.2 Record changes in the individual's circumstances that may affect the type or level of support required.		
	6.3 Adapt support in agreed ways to address concerns, changes or increased independence.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0027
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>A <b>care plan</b> may have other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>Others</b> may include family, friends, advocate or line-manager.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 38**

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

Assessor name:

Signature:

Date:

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

**AN 41: Work in partnership with families to support individuals**

<b>Unit reference</b>	M/615/7214	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	27
<b>Unit aim</b>	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.		

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to exchange and record information about partnership work with families.	5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences.</li> </ul>		
	5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working.</li> </ul>		
6. Be able to contribute to reviewing partnership work with families.	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role.		
	6.2 Involve the individual and family members in the reviews.		
7. Be able to provide feedback about support for families.	7.1 Provide feedback to others about the support accessed by family members.		
	7.2 Report on any gaps in the provision of support for family members.		
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC387, SCDHSC388

Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Families and family members</b> may include:</p> <ul style="list-style-type: none"> <li>• parents</li> <li>• legal guardians/those with legal responsibility</li> <li>• siblings</li> <li>• grandparents</li> <li>• step-parents</li> <li>• other relatives.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 41**

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

Assessor name:

Signature:

Date:

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



**AN 45: Implement therapeutic group activities**

<b>Unit reference</b>	Y/615/7188	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	25
<b>Unit aim</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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of therapeutic group activities.	1.1 Explain how participating in <b>therapeutic group activities</b> can benefit an <b>individual's</b> identity, self-esteem and well-being.		
	1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances.		
	1.3 Compare theories in relation to group dynamics.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to plan and prepare for therapeutic group activities.	2.1 Work with individuals and <b>others</b> to agree: <ul style="list-style-type: none"> <li>• the nature and purpose of a therapeutic group</li> <li>• specific activities to fit the purpose of the group</li> <li>• the monitoring or observations required as part of the group activity</li> <li>• own role in relation to planning and preparing for the group activity.</li> </ul>		
	2.2 Address any <b>risks</b> that may be associated with the planned activities.		
	2.3 Prepare the environment for a therapeutic group activity.		
	2.4 Prepare equipment or resources needed for the activity.		
3. Be able to support individuals during therapeutic group activities.	3.1 Support group members to understand the purpose and proposed activity of the group.		
	3.2 Support group members during the activity in ways that encourage effective communication, <b>active participation</b> and co-operation.		
	3.3 Support group members according to their own level of ability and need.		
	3.4 Give direction, praise, reassurance and constructive feedback during the activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5 Support the group to bring the activity to a safe and timely end.		
4. Be able to contribute to the evaluation of therapeutic group activities.	4.1 Encourage and support individuals to give feedback during and after group activities.		
	4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities.		
	4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions.		
	4.4 Record and report on outcomes and any revisions in line with agreed ways of working.		

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC393
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Therapeutic group activities</b> may include:</p> <ul style="list-style-type: none"> <li>• reminiscence therapy</li> <li>• relaxation and anxiety management</li> <li>• remedial games</li> <li>• health-related group activities</li> <li>• art or music therapy.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• families, carers and advocates.</li> </ul> <p><b>Risks</b> may include those associated with:</p> <ul style="list-style-type: none"> <li>• the health, safety and well-being of those in the group</li> <li>• unintentional exclusion of some group members</li> <li>• others involved with the group's activities</li> <li>• the environment</li> <li>• equipment and resources used.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 45**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 46: Support individuals to live at home**

<b>Unit reference</b>	D/615/7337	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	29
<b>Unit aim</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 to live at home.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of supporting individuals to live at home.	1.1 Describe how being supported to live at home can benefit an individual.		
	1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home.		
	1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home.		
	1.4 Explain how risk management contributes to supporting individuals to live at home.		
2. Be able to contribute to planning support for living at home.	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met.		
	2.3 Agree with the individual and <b>others</b> the risks that need to be managed in living at home and ways to address them.		
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home.	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home.		
	3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks.		
	3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation.		
	3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities.		
4. Be able to work in partnership to introduce additional services for individuals living at home.	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Introduce the individual to new resources, services, facilities or support groups.		
	4.3 Record and report on the outcomes of additional support measures in required ways.		
5. Be able to contribute to reviewing support for living at home.	5.1 Work with the individual and others to agree methods and timescales for on-going review.		
	5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support.		
	5.3 Work with the individual and others to agree revisions to the support provided.		



<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0343
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Needs</b> may include:</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• physical</li> <li>• financial</li> <li>• social</li> <li>• environmental</li> <li>• safety.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual person's well-being.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 46**

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

Assessor name:

Signature:

Date:

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

**AN 56: Support individuals during a period of change**

<b>Unit reference</b>	A/615/7278	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	29
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand reasons for and responses to change.	1.1 Describe types of change that may occur in the course of an <b>individual's</b> life.		
	1.2 Analyse factors that can make the change process 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 Gain <b>valid consent</b> to work with individuals and <b>others</b> to identify recent or imminent changes affecting them.		
	2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Work with 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 period of change.		
3. Be able to support individuals to manage or adapt to change.	3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote <b>active participation</b> .		
	3.2 Provide information and advice to support the individual to manage change.		
	3.3 Support the individual to express <b>preferences</b> 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.		

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

Relationship to National Occupational Standards (NOS)	SCDHSC0382
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible;</p>

the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**Preferences** may be based on:

- beliefs
- values
- culture.

WITHDRAWN

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 56**

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

Assessor name:

Signature:

Date:

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

**AN 59: Support individuals to access and manage direct payments**

<b>Unit reference</b>	K/615/7213	<b>Unit level</b>	4
<b>Credit value</b>	4	<b>GL</b>	20
<b>Unit aim</b>	This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role of direct payments.	1.1 Explain the purpose of direct payments.		
	1.2 Explain legislation and policies relating to direct payments for providing care and support.		
	1.3 Identify the range of services for which direct payments may be used.		
	1.4 Explain the term 'personalisation' in relation to direct payments.		
2. Be able to support individuals to decide whether to use direct payments.	2.1 Identify sources of information and advice about using direct payments.		
	2.2 Identify the conditions that need to be met for the <b>individual</b> to be eligible for direct payments.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Provide information and advice about direct payments in a way that is accessible to an individual and <b>others</b> .		
	2.4 Access specialist guidance about using direct payments.		
	2.5 Work with the individual and others to assess: <ul style="list-style-type: none"> <li>• whether a direct payment would be beneficial in meeting the individual's needs</li> <li>• the level and type of support needed to manage the direct payment.</li> </ul>		
3. Be able to provide support to select services to be purchased with direct payments.	3.1 Provide accessible information about services that are likely to meet the individual's needs.		
	3.2 Work with the individual and others to select support that meets their needs within resources available.		
	3.3 Support the individual to check and understand documents produced by service providers selected.		
4. Be able to provide support for completing paperwork associated with direct payments.	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes <b>active participation</b> .		
	4.2 Support the individual to make payments for services purchased, in a way that promotes active participation.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation.		
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments.	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments.		
	5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments.		
	5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts.		
6. Be able to contribute to reviewing the support provided through direct payments.	6.1 Agree with the individual any support needs and the required support to be purchased.		
	6.2 Work with the individual and others to evaluate the support they have purchased.		
	6.3 Agree and record any changes needed to the support purchased.		
	6.4 Provide feedback to organisations about the support purchased.		
7. Be able to contribute to reviewing the management of direct payments.	7.1 Work with the individual and others to review the management of the direct payment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	7.2 Agree and record any changes to the type and level of support needed for managing a direct payment.		
	7.3 Provide feedback to people and organisations about the management of the individual's direct payment.		

**Additional information about the unit:**

Relationship to National Occupational Standards (NOS)	SCDHSC0346
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 59**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 60: Support individuals to access housing and accommodation services**

<b>Unit reference</b>	H/615/7243	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	31
<b>Unit aim</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 to access housing and accommodation services.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand support available to access housing and accommodation services.	1.1 Identify sources of funding and benefits that are available for <b>housing and accommodation</b> services.		
	1.2 Analyse the range of housing and accommodation services available.		
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services.		
2. Be able to work with individuals to identify housing and accommodation services that meet their needs.	2.1 Work with an <b>individual</b> to identify their accommodation requirements.		
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services.		
3. Be able to work with individuals to plan to access housing and accommodation services.	3.1 Work with the individual and <b>others</b> to agree a plan for accessing housing and accommodation services.		
	3.2 Establish with an individual which housing and accommodation services will be approached.		
4. Be able to work with individuals to access housing and accommodation services.	4.1 Support the individual to prepare to attend meetings with housing and accommodation services.		
	4.2 Work with the individual to provide accurate and complete information to express their requirements and <b>preferences</b> .		
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service.		
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services.		
5. Be able to work with housing and accommodation services to meet the needs of	5.1 Provide housing and accommodation services with information about own role and responsibilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
individuals.	5.2 Contact housing and accommodation staff over a prolonged period of time.		
	5.3 Show how continued contact is appropriate to ensure individual needs are being met.		
6. Be able to contribute to the review of housing and accommodation services for individuals.	6.1 Work with the individual and others to: <ul style="list-style-type: none"> <li>• monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>• identify any additional support needed.</li> </ul>		
	6.2 Consult with others about any problems and proposed solutions.		
	6.3 Record and report on the review in line with agreed ways of working.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	SCDHSC0349		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.		
Unit guidance	<b>Housing and accommodation</b> covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.		

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

**Others** may include:

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

**Preferences** may be based on:

- beliefs
- values
- culture.

WITHDRAWN

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 60**

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

Assessor name:

Signature:

Date:

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



**AN 61: Support individuals to prepare for and settle in to new home environments**

<b>Unit reference</b>	L/615/7317	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	23
<b>Unit aim</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 to prepare for and settle into new home environments.		

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

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

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

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

**Additional information about the unit:**

Relationship to National Occupational Standards (NOS)	SCDHSC0343
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 61**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 67: Support the spiritual well-being of individuals**

<b>Unit reference</b>	K/615/7275	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	26
<b>Unit aim</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual well-being of individuals.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of spiritual well-being for individuals.	1.1 Outline different ways in which <b>spiritual well-being</b> can be defined.		
	1.2 Define the difference between spirituality and religion.		
	1.3 Describe different aspects of spiritual well-being.		
	1.4 Explain how spiritual well-being is an individual experience.		
	1.5 Explain how spiritual well-being defines an individual's identity.		
	1.6 Outline the links between spirituality, faith and religion.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7 Explain how an <b>individual's</b> current exploration of spiritual well-being may be affected by their previous experience of spirituality, faith or religion.		
2. Be able to identify the spiritual needs of an individual and others.	2.1 Support the individual and <b>others</b> to identify their spiritual needs and how and by whom these can be addressed.		
	2.2 Identify how an individual's emphasis on spiritual well-being may vary at different stages of their life experience.		
	2.3 Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan.		
3. Understand the impact of values and beliefs on own and an individual's spiritual well-being.	3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual well-being.		
	3.2 Identify how the values and beliefs of others may impact on the individual.		
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.		
4. Be able to support individuals' spiritual well-being.	4.1 Access resources and information to support the individual's spiritual well-being.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual well-being.		
	4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual well-being.		
	4.4 Support the individual to participate in their chosen activities to support their spiritual well-being.		
	4.5 Access any additional expertise required to meet the individual's spiritual needs.		
	4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.		
<b>Additional information about the unit:</b>			
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2 and 4 must be assessed in a real work environment.		
Unit guidance	<b>Spiritual well-being</b> can be defined as: <ul style="list-style-type: none"> <li>• something everyone can experience</li> <li>• helps to find meaning and purpose in the things individuals value</li> <li>• can bring hope and healing in times of suffering and loss</li> <li>• encourages individuals to seek the best relationship</li> </ul>		

with themselves, others and what lies beyond.

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

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 67**

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

Assessor name:

Signature:

Date:

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



**AN 68: Support individuals to meet personal care needs**

<b>Unit reference</b>	J/615/7204	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	16
<b>Unit aim</b>	This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1 Encourage the <b>individual</b> to communicate their needs, <b>preferences</b> and personal beliefs affecting their personal care.		
	1.2 Establish the level and type of support and individual needs for personal care.		
	1.3 Agree with the individual how privacy will be maintained during personal care.		
2. Be able to provide support for personal care.	2.1 Obtain <b>valid consent</b> for activities.		
	2.2 Support the individual to understand the reasons for hygiene and safety precautions.		
	2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.		
	2.5 Describe ways to ensure the individual can summon help when alone during personal care.		
	2.6 Ensure safe disposal of waste materials.		
3. Be able to support individuals to use the toilet.	3.1 Provide support for the individual to use toilet facilities in ways that respect dignity.		
	3.2 Support the individual to make themselves clean and tidy after using toilet facilities.		
	3.3 Support the individual to wash their hands after using the toilet.		
4. Be able to support individuals to maintain personal hygiene.	4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.		
	4.2 Ensure toiletries, materials and equipment are within reach of the individual.		
	4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity, and promote active participation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to support individuals to manage their personal appearance.	5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.		
	5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure.		
6. Be able to monitor and report on support for personal care.	6.1 Seek feedback from the individual and <b>others</b> on how well support for personal care meets the individual's needs and preferences.		
	6.2 Monitor personal care functions and activities in agreed ways.		
	6.3 Record and report on an individual's personal care in agreed ways.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	SCDHSC0218		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.		
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> </ul>		

- culture.

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

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 68**

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

Assessor name:

Signature:

Date:

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

**AN 71: Provide support for sleep**

<b>Unit reference</b>	K/615/7339	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	13
<b>Unit aim</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 establish conditions suitable for sleep and support the individual to sleep.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of sleep.	1.1 Explain how sleep contributes to an <b>individual's</b> well-being.		
	1.2 Identify reasons why an individual may find it hard to sleep.		
	1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well.		
2. Be able to establish conditions suitable for sleep.	2.1 Describe conditions likely to be suitable for sleep.		
	2.2 Minimise aspects of the environment likely to make sleep difficult for an individual.		
	2.3 Adjust own behaviour to contribute to a restful environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.		
3. Be able to assist an individual to sleep.	3.1 Explain the importance of a holistic approach to assisting sleep.		
	3.2 Encourage the individual to communicate the support they need to sleep.		
	3.3 Assist the individual to find a position for sleep consistent with their plan of care.		
	3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow <b>agreed ways of working</b> .		
4. Be able to monitor sleep.	4.1 Establish with the individual and others how sleep will be monitored.		
	4.2 Record agreed observations relating to the individual's sleep and the assistance given.		
5. Know how to access information and advice about difficulties with sleep.	5.1 Describe situations in which additional information or assistance about sleep would be needed.		
	5.2 Explain how to access additional information and assistance.		

Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	SCDHSC0216
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. .</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 71**

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

Assessor name:

Signature:

Date:

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



**AN 72: Support individuals with specific communication needs**

<b>Unit reference</b>	L/615/7320	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	35
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand an individual's specific communication needs.	1.1 Explain the importance of meeting an <b>individual's</b> communication needs.		
	1.2 Explain how and when to access information and support in relation to <b>communication needs</b> .		
	1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs.		
	1.4 Identify a range of communication methods and aids to support individuals to communicate.		
	1.5 Analyse features of the environment that impact on communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system.		
	1.7 Describe the potential effects on an individual of having unmet communication needs.		
2. Understand how to support the use of communication technology and aids.	2.1 Identify specialist services relating to communication technology and aids.		
	2.2 Describe types of support that an individual may need in order to use communication technology and aids.		
	2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly.		
3. Be able to contribute to identifying and addressing specific communication needs of individuals.	3.1 Work in partnership with the individual and others to identify the individual's communication needs.		
	3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs.		
4. Be able to interact with individuals using their preferred communication method.	4.1 Prepare the environment to facilitate communication.		
	4.2 Use agreed methods of communication to interact with the individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Monitor the individual's responses during and after the interaction.		
	4.4 Adapt own practice to improve communication with the individual.		
5. Be able to promote communication between individuals and others.	5.1 Support the individual to develop communication methods.		
	5.2 Provide opportunities for the individual to communicate with others.		
	5.3 Support others to be understood by the individual.		
	5.4 Support others to understand the individual.		
6. Be able to review an individual's communication needs and the support provided.	6.1 Collate information in relation to an individual's communication and the support provided.		
	6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided.		
	6.3 Work with others to support the continued development of communication.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	SCDHSC0369		

Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> - refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Communication needs</b> may include:</p> <ul style="list-style-type: none"> <li>• different language</li> <li>• hearing loss (both minor and major)</li> <li>• learning difficulties</li> <li>• finding speech difficult.</li> </ul> <p>Examples of communication techniques include:</p> <ul style="list-style-type: none"> <li>• sign language</li> <li>• speed of verbal communication</li> <li>• volume of verbal communication</li> <li>• body language</li> <li>• written instead of verbal</li> <li>• listening.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 72**

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

Assessor name:

Signature:

Date:

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

**AN 89: Support carers to meet the care needs of individuals**

<b>Unit reference</b>	H/615/7307	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community.	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community.		
2. Understand why individuals require support.	2.1 Identify disorders that impact on <b>individuals</b> .		
	2.2 Describe the effects disorders may have on individuals' lifestyles.		
	2.3 Explain how increased dependence affects individuals, carers and the provision of services.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to ensure individuals receive the support they need from carers.	3.1 Explain reasons for linking support with need.		
	3.2 Explain the importance of establishing partnerships with carers.		
	3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions.		
	3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals.		
	3.5 Describe the demands placed on a carer.		
	3.6 Describe potential tensions between the demands placed on a carer and other commitments.		
	3.7 Identify signs which indicate issues with service delivery.		
4. Be able to support carers to meet the care needs of individuals.	4.1 Inform the carer of the individual's needs and care plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Agree the type of support needed by the carer for them to meet the individual's care needs.		
	4.3 Arrange for the provision of resources necessary for the carer to support the individual.		
	4.4 Provide the carer with information on how to contact the care team.		
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team.		
	4.6 Update records related to service delivery agreements in line with local policy and protocol.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	GEN20
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcome 4 must be assessed in a real work environment.
Unit guidance	<b>Individuals</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 89**

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

Assessor name:

Signature:

Date:

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



**AHP 12: Collaborate in the assessment of environmental and social support in the community**

<b>Unit reference</b>	A/615/7183	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	23
<b>Unit aim</b>	This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community.	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the <b>community</b> .		
	1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community.		
2. Understand how to assess the need for, and provision of, environmental and social support in the community.	2.1 Describe situations when individuals may need to be provided with environmental or social support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community.		
	2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community.		
	2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community.		
	2.5 Explain the roles of those involved in assessing environmental and social support in the community.		
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision of, environmental and social support in the community.	3.1 Communicate with the <b>individual and relevant others</b> in a way that encourages personal choice.		
	3.2 Undertake the assessment in line with local policy and protocol.		
	3.3 Identify and prioritise the individual's needs, in conjunction with relevant others if necessary.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4 Record the outcomes of the assessment in line with local policy and protocol.		
	3.5 Pass on the outcomes of the assessment in line with local policy and protocol.		
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others.	4.1 Confirm the availability of the resources required for the environmental or social support.		
	4.2 Communicate the options for support and equipment to the individual and relevant others.		
	4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions.		
	4.4 Agree any proposed changes to the environment and social support and gain <b>valid consent</b> to carry these out.		
	4.5 Record the agreed actions in line with local policy and protocol.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	GEN75
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.  Learning outcomes 3 and 4 must be assessed in a real work environment.

## Unit guidance

**Community** could be the individual's own home, a community home, a day centre or the individual's place of work.

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

**Relevant others** may include:

- colleagues
- family
- carers
- anyone else involved in the care and well-being of the individual.

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

WITHDRAWN

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 12**

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

Assessor name:

Signature:

Date:

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

**AHP 20: Provide support for mobility**

<b>Unit reference</b>	T/615/7215	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	14
<b>Unit aim</b>	This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of mobility.	1.1 Define 'mobility'.		
	1.2 Explain how different health conditions may affect and be affected by mobility.		
	1.3 Outline the effects that reduced mobility may have on an <b>individual's well-being</b> .		
	1.4 Describe the benefits of maintaining and improving mobility.		
2. Be able to prepare for mobility activities.	2.1 Agree <b>mobility activities</b> with the individual and <b>others</b> , according to the individual's needs and abilities.		
	2.2 Remove or minimise hazards in the environment before a mobility activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Check the suitability of an individual's clothing and footwear for safety and mobility.		
	2.4 Check the suitability of <b>mobility equipment and appliances</b> for the individual.		
	2.5 Check the safety and cleanliness of mobility equipment and appliances.		
3. Be able to support individuals to keep mobile.	3.1 Promote the <b>active participation</b> of the individual during a mobility activity.		
	3.2 Assist an individual to use mobility appliances correctly and safely.		
	3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person.		
	3.4 Give feedback and encouragement to the individual during mobility activities.		
4. Be able to observe, record and report on activities to	4.1 Record observations of mobility activity.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
support mobility.	4.2 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided.</li> </ul>		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	SCDHSC0215		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.		
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Mobility activities</b> may include:</p> <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> </ul>		



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

**Mobility equipment and appliances** may include:

- wheelchairs
- sticks
- walking frames
- custom-made appliances.

**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.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 20**

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

Assessor name:

Signature:

Date:

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

**MH 4: Support positive risk-taking for individuals**

<b>Unit reference</b>	M/615/7262	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	32
<b>Unit aim</b>	This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. It is applicable to a range of care settings.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of risk-taking in everyday life.	1.1 Explain ways in which risk is an important part of everyday life.		
	1.2 Explain why <b>individuals</b> may have been discouraged or prevented from taking risks.		
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion.		
2. Understand the importance of a positive, person-centred approach to risk assessment.	2.1 Explain the process of developing a positive, <b>person-centred approach</b> to risk assessment.		
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach.		
	2.4 Identify the consequences for individuals of a service-focused approach to risk assessment.		
3. Understand the framework which underpins an individual's right to make decisions and take risks.	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives.		
	3.2 Describe how a human rights-based approach supports an individual to make decisions and take risks.		
4. Be able to support individuals to make decisions about risks.	4.1 Support individuals to recognise potential risk in different areas of their lives.		
	4.2 Support individuals to balance choices with their own and others' health, safety and well-being.		
	4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks.		
	4.4 Record all discussions and decisions made when supporting the individual to take risks.		

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

**Additional information about the unit:**

Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 4 and 5 must be assessed in a real work environment.
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Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>A <b>person-centred approach</b> involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual.</p> <p><b>Relevant others</b> may include:</p> <ul style="list-style-type: none"><li>• parent/s</li><li>• carer</li><li>• those with parental responsibility.</li></ul>
<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
<p><b>Assessor sign off of completed unit: MH 4</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	

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

**HSC AS 23: Support person-centred thinking, planning and review**

<b>Unit reference</b>	T/616/6349	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	35
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support person-centred thinking, planning and review.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand principles and practice of person-centred thinking, planning and review.	1.1 Explain values underpinning person-centred thinking, planning and review.		
	1.2 Explain the impact of person-centred thinking on <b>individuals</b> and their families.		
	1.3 Describe different styles of person-centred planning and the contexts for use.		
	1.4 Describe person-centred thinking tools.		
	1.5 Explain how <b>person-centred thinking tools</b> form the basis of a <b>person-centred plan</b> .		
2. Understand the context of person-centred thinking, planning and review.	2.1 Summarise current legislation, statutory guidance and national policies that promote personalisation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Discuss the relationship between person-centred planning and the commissioning and delivery of services.		
	2.3 Describe how person-centred thinking, planning and review influence strategic commissioning.		
	2.4 Explain what a <b>person-centred team</b> is.		
	2.5 Explain how person-centred thinking can be used within a team.		
	2.6 Explain how to implement person-centred thinking, planning and review within an organisation.		
3. Understand own role in person-centred planning.	3.1 Explain how to use person-centred thinking, planning and reviews: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• as a team member</li> <li>• as part of an organisation.</li> </ul>		
	3.2 Explain how to overcome challenges in relation to the implementation of person-centred thinking, planning and review.		
4. Be able to implement person-centred thinking, planning and review.	4.1 Use person-centred thinking tools to develop, implement and review a person-centred plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Support the individual and <b>others</b> involved to understand their responsibilities in achieving actions agreed.		
	4.3 Ensure the individual is central and in control throughout the process.		

WITHDRAWN



Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC 36
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 4 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Person-centred thinking tools</b> include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision-making agreement</li> <li>• presence to contribution</li> <li>• dreaming</li> <li>• community connecting related tools: <ul style="list-style-type: none"> <li>- who am I? My gifts and capacities</li> <li>- hopes and fears</li> <li>- mapping our network</li> <li>- passion audit</li> <li>- capacity mapping</li> <li>- who am I? – my places.</li> </ul> </li> </ul> <p><b>Person-centred plan</b> may include an Essential Lifestyle Plan.</p> <p><b>Person-centred teams:</b> A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through 7 questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is</p>

important to the team, action and reflection is recorded and updated in a person-centred team plan.

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 23**

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

Assessor name:

Signature:

Date:

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

**HSC AS 24: Facilitate person-centred assessment, planning, implementation and review**

<b>Unit reference</b>	K/616/6350	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	45
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to facilitate person-centred assessment, planning, implementation and review.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of person-centred assessment and care planning.	1.1 Explain the importance of a holistic approach to assessment and care planning.		
	1.2 Describe ways to support an <b>individual</b> to lead the assessment and planning process.		
	1.3 Describe strategies to ensure the assessment and planning process maximises an individual's ownership and control.		
2. Be able to facilitate person-centred assessment.	2.1 Establish with an individual: <ul style="list-style-type: none"> <li>a partnership approach to the assessment process</li> <li>how the assessment process should be carried out</li> <li>who should be involved in the assessment process.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Agree with an individual and <b>others</b> the intended outcomes of the assessment process and <b>care plan</b> .		
	2.3 Ensure that assessment takes account of an individual's needs, strengths and aspirations.		
	2.4 Work with an individual and others to identify support requirements and preferences.		
3. Be able to contribute to the planning of care or support.	3.1 Identify factors that may influence the type and level of care or support to be provided.		
	3.2 Work with an individual and others to explore <b>options and resources</b> for delivery of the care plan.		
	3.3 Contribute to the agreement of care plan delivery.		
	3.4 Record the care plan in an accessible format.		
4. Be able to support the implementation of care plans.	4.1 Carry out care plan activities.		
	4.2 Support others to carry out care plan activities.		
	4.3 Adjust the care plan in response to changing needs or circumstances.		
5. Be able to monitor a care plan.	5.1 Agree methods for monitoring care plan delivery.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2 Collate monitoring information from agreed sources.		
	5.3 Record changes that impact the delivery of the care plan.		
6. Be able to facilitate a review of care plans and their implementation.	6.1 Agree with an individual and others: <ul style="list-style-type: none"> <li>• who should be involved in the review process</li> <li>• the review criteria.</li> </ul>		
	6.2 Obtain feedback from an individual and others in relation to the care plan.		
	6.3 Evaluate the care plan.		
	6.4 Work with an individual and others to agree <b>revisions</b> to the care plan.		
	6.5 Maintain records and reports.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 328, HSC 329
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p>A <b>care plan</b> may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>Options and resources</b> may include:</p> <ul style="list-style-type: none"> <li>• informal support</li> <li>• formal support</li> <li>• care or support services</li> <li>• community facilities</li> <li>• financial resources</li> <li>• individuals' personal networks.</li> </ul> <p><b>Revisions</b> may include:</p> <ul style="list-style-type: none"> <li>• closing the plan if all objectives have been met</li> <li>• reducing the level of support to reflect increased independence</li> <li>• increasing the level of support to address unmet needs</li> <li>• changing the type of support</li> <li>• changing the method of delivering support.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 24**

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

Assessor name:

Signature:

Date:

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

## K/617/7591: Understand social prescribing



<b>Unit reference</b>	K/617/7591	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>GLH</b>	12
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of social prescribing.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand factors which impact on health and well-being	1.1 Define <ul style="list-style-type: none"> <li>health inequality</li> <li>health inequity</li> </ul>		
	1.2 Describe <b>factors</b> which impact on health and well-being		
	1.3 Explain the impact of <b>social determinants</b> on: <ul style="list-style-type: none"> <li>an <b>individual's</b> health and well-being</li> <li>communities</li> </ul>		
	1.4 Compare and contrast <b>models of health and well-being</b>		
2 Understand the policy for social prescribing	2.1 Identify the aims of social prescribing		
	2.2 Describe <b>drivers</b> in relation to social prescribing		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3 Understand social prescribing in practice	3.1 Identify <b>individuals who may benefit from accessing social prescribing schemes</b>		
	3.2 Describe <b>components of a social prescribing scheme</b>		
	3.3 Explain the <b>role and responsibilities of the link worker</b>		
4 Understand the role and responsibilities of the frontline health and care practitioner in relation to social prescribing	4.1 Explain the <b>role and responsibilities of the frontline health and care practitioner in relation to social prescribing</b>		
5 Understand outcomes of social prescribing	5.1 Analyse <b>outcomes of social prescribing</b> for the individual, the community groups and the health and care system		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: K/617/7591**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Joint Skills for Care and Skills for Health assessment principles
Unit guidance	<p><b>Factors</b> to include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• economic</li> <li>• environmental</li> </ul> <p><b>Social determinants</b> may include:</p> <ul style="list-style-type: none"> <li>• experiences</li> <li>• education</li> <li>• employment</li> <li>• disability</li> <li>• food security</li> <li>• health services</li> <li>• housing</li> <li>• finances</li> <li>• discrimination</li> <li>• social support</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Models of health and well-being</b> to include:</p> <ul style="list-style-type: none"> <li>• medical model</li> <li>• social model</li> </ul> <p><b>Drivers</b> may include:</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• personalisation</li> <li>• co-production</li> <li>• integration including the role of third sector organisations</li> <li>• community capacity</li> <li>• whole-system approach</li> <li>• prevention and well-being</li> <li>• early intervention</li> <li>• values-based</li> <li>• wider government objectives</li> </ul> <p><b>Individuals who may benefit from accessing social prescribing schemes</b> to include:</p> <ul style="list-style-type: none"> <li>• individuals who have social, emotional or practical needs</li> </ul>

**Components of a social prescribing scheme** to include:

- referring practitioner
- link worker
- local voluntary and community sector organisations

**Role and responsibilities of the link worker** may include:

- receive and action referrals
- personalised holistic support planning
- connect individuals to voluntary and community groups or services
- referral to other practitioners
- co-production and collaborative working
- supporting accessibility, development and sustainability of community groups and assets
- manage a caseload

**Role and responsibilities of the frontline health and care practitioner in relation to social prescribing** may include:

- holistic, person-centred practice to address non-clinic needs
- motivational interviewing and health coaching
- community centred approach, knowledge of local services
- awareness of social prescribing schemes and referral criteria

**Outcomes of social prescribing** may include:

- common outcomes framework
- engagement, active participation, promotion of health and well-being
- better outcomes and experiences
- benefit from community and informal support
- increasing health literacy
- reduce health inequalities, targeting wider determinants
- behaviour change, empowerment, informed choice, self-care
- developing community networks, assets and resilience
- integration, value, sustainability, reduced demand

Useful websites:

[www.england.nhs.uk](http://www.england.nhs.uk)

[www.gov.uk/government/organisations/public-health-](http://www.gov.uk/government/organisations/public-health-)

	<a href="#">england</a>
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WITHDRAWN

**Specialisms units****HSC S 3: Support families who care for individuals with acquired brain injury**

<b>Unit reference</b>	M/616/6351	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	28
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support the families and carers of individuals with acquired brain injury.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>impact</b> on families who care for an <b>individual</b> with acquired brain injury.	1.1 Explain the impact on families of caring for an individual in relation to: <ul style="list-style-type: none"> <li>• type of brain injury</li> <li>• severity of brain injury.</li> </ul>		
	1.2 Describe how <b>theories of loss and grief</b> informs practice.		
	1.3 Describe long-term adjustments families may need to make.		
	1.4 Explain the impact on families of <b>personality changes</b> in the individual.		
2. Understand legislation and policy in relation to supporting carers.	2.1 Summarise legislation and policy which relates to carers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to assess the support required by families who hold the primary caring role.	3.1 Assess the support primary carers require.		
	3.2 Agree a plan of support with the primary carer.		
	3.3 Report needs which have not been met.		
4. Be able to work in partnership with <b>others</b> .	4.1 Explain the roles of <b>other professionals and agencies</b> working with individuals with acquired brain injury.		
	4.2 Work in partnership with other professionals and agencies to support families.		
	4.3 Evaluate outcomes of partnership working for families.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Impact</b> may include:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• social</li> <li>• financial.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Theories of loss and grief</b> may include:</p> <ul style="list-style-type: none"> <li>• Elizabeth Kublar Ross</li> <li>• Worden.</li> </ul> <p><b>Personality changes</b> may include:</p> <ul style="list-style-type: none"> <li>• irritability</li> <li>• disinhibited behaviour</li> <li>• frustration</li> <li>• loss of social skills</li> <li>• lack of self-awareness.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Other professionals and agencies</b> may include:</p> <ul style="list-style-type: none"> <li>• carers' organisations</li> <li>• social workers</li> <li>• GPs</li> <li>• supervisor</li> <li>• advocate</li> <li>• carers/family members</li> <li>• colleagues.</li> </ul>



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 3**

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

Assessor name:

Signature:

Date:

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

**HSC S 4: Understand the impact of acquired brain injury on individuals**

<b>Unit reference</b>	T/616/6352	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	28
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand acquired brain injury.	1.1 Describe acquired brain injury.		
	1.2 Describe <b>main structures</b> of the brain and their related functions.		
	1.3 Describe possible causes of acquired brain injury.		
	1.4 Explain the difference between a traumatic brain injury and other forms of acquired brain injury.		
	1.5 Describe brain injuries that are: <ul style="list-style-type: none"> <li>• mild</li> <li>• moderate</li> <li>• severe.</li> </ul>		
2. Understand the impact of acquired brain injury on <b>individuals</b> .	2.1 Describe the initial effects of acquired brain injury on the individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Explain the long-term effects of acquired brain injury to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural</li> <li>• emotional.</li> </ul>		
	2.3 Explain <b>concepts of loss</b> in relation to acquired brain injury for individuals and carers.		
3. Understand the specialist communication needs of an individual with acquired brain injury.	3.1 Explain dysphasia and dysarthria.		
	3.2 Compare strategies to support an individual with dysphasia and dysarthria.		
	3.3 Evaluate intervention strategies and assistive technology used to support communication.		
4. Understand the impact that <b>personality changes</b> may have on individuals with acquired brain injury and <b>others</b> .	4.1 Explain the impact of changes in personality on an individual with acquired brain injury and others.		
	4.2 Explain how lack of self-awareness may affect an individual and others.		
	4.3 Describe how to support the individual and family/carers to come to terms with personality changes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>5. Understand the impact of behaviour that challenges.</b>	5.1 Describe behaviours that challenge.		
	5.2 Explain the impact of own attitudes, values and skills when supporting an individual to manage their behaviour.		
	5.3 Explain the importance of a proactive approach to behaviour management.		
	5.4 Explain risk management in relation to an individual's behaviour.		
	5.5 Explain the process for reporting and referring behaviour that challenges.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Main structures</b> may include:</p> <ul style="list-style-type: none"> <li>• cerebrum <ul style="list-style-type: none"> <li>- frontal lobe</li> <li>- parietal lobe</li> <li>- occipital lobe</li> <li>- temporal lobe</li> </ul> </li> <li>• cerebellum</li> <li>• limbic system</li> <li>• brainstem.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Functional:</b> The individual's ability to carry out day-to-day tasks, e.g.: dressing, washing, cooking. It does not solely mean the physical ability but can also mean concentration and motivation for doing tasks.</p> <p><b>Concepts of loss</b> may include:</p> <ul style="list-style-type: none"> <li>• stages of grief, e.g.: Elizabeth Kublar Ross and Worden.</li> </ul> <p><b>Personality changes</b> may include:</p> <ul style="list-style-type: none"> <li>• irritability</li> <li>• uninhibited behaviour</li> <li>• frustration</li> <li>• loss of social skills</li> <li>• lack of self-awareness.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Behaviour that challenges</b> may include:</p> <ul style="list-style-type: none"> <li>• physical attack</li> <li>• threatening language</li> <li>• sexual disinhibition.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 4**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC S 6: Support individuals with autism spectrum condition (ASC)**

<b>Unit reference</b>	A/616/6353	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	33
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with autism spectrum condition (ASC).		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislative frameworks that relate to <b>individuals</b> with autism spectrum conditions (ASC).	1.1 Outline the legislative frameworks that relate to an individual with autism spectrum condition.		
	1.2 Explain how legislative frameworks underpin the development of services for individuals with autistic spectrum condition.		
2 Understand the main characteristics of autism spectrum conditions.	2.1 Outline a range of theories relating to autism spectrum condition.		
	2.2 Explain characteristics that are associated with autism spectrum condition.		
	2.3 Describe the sensory processing and perceptual differences associated with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Describe the effects of other <b>conditions that may co-occur</b> with autism.		
	2.5 Describe how autism may affect speech and language development.		
3. Be able to support individuals with autism spectrum conditions.	3.1 Identify the unique abilities, needs, strengths and interests of an individual with autism.		
	3.2 Encourage an individual to recognise their strengths and abilities.		
	3.3 Support an individual with an autism spectrum condition to develop their <b>personal skills</b> .		
	3.4 Support an individual and others to develop strategies for managing the impact of an autism spectrum condition.		
4. Be able to support individuals with autism spectrum condition with social interaction and communication.	4.1 Work with an individual and <b>others</b> to identify <b>strategies</b> and methods for communication.		
	4.2 Use strategies and methods to support an individual to communicate.		
	4.3 Identify patterns of behaviour associated with an individual's autism.		
	4.4 Support an individual and others to recognise the significance and meaning of their behaviour.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.5 Support an individual to develop strategies to manage their behaviour in different situations.		
5. Be able to support an individual with autism through transitions and change.	5.1 Support an individual through a transition.		
	5.2 Work with an individual and others to recognise routines that are important to the individual.		
	5.3 Enable an individual to use routines to make sense and order of their daily life.		
	5.4 Support an individual during changes to their routines.		
	5.5 Adapt the physical sensory environment to: <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory simulation.</li> </ul>		
6. Be able to support individuals with autism to promote their safety, well-being and fulfilment.	6.1 Work with an individual and others to develop strategies to manage the physical and sensory environment.		
	6.2 Support an individual to select and access services and facilities.		
	6.3 Use strategies to support individuals with autism to develop skills for personal safety.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.4 Describe the actions to take if there is concern about an individual's safety and well-being.		

WITHDRAWN

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Conditions that may co-occur</b> with autism may include:</p> <ul style="list-style-type: none"> <li>• learning disability</li> <li>• mental ill health</li> <li>• epilepsy</li> <li>• attention deficit hyperactivity disorder (ADHD)</li> <li>• developmental co-ordination disorder (dyspraxia).</li> </ul> <p><b>Personal skills</b> as appropriate to the individual, for example organisational skills, social skills, money management.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Strategies</b> include approaches used to facilitate social interaction or coping strategies that may be developed over time. Proactive approaches should be encouraged wherever possible.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 6**

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

Assessor name:

Signature:

Date:

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

**HSC S 7: Understand how to support individuals with autism spectrum condition (ASC)**

<b>Unit reference</b>	F/616/6354	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	28
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum condition (ASC).		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the characteristics and diagnostic features of autism spectrum condition (ASC).	1.1 Describe the main diagnostic features of autism spectrum condition.		
	1.2 Explain the meaning of the term 'autism spectrum'.		
	1.3 Describe the range of <b>diagnoses and profiles</b> that are recognised on the autism spectrum.		
	1.4 Describe the sensory processing and perceptual differences associated with autism.		
	1.5 Describe the effects of other <b>conditions</b> that may co-occur with autism.		
	1.6 Describe how autism may affect speech and language development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7 Explain why it is important to recognise that each <b>individual</b> has unique abilities, needs, strengths and interests.		
2. Understand how autism can impact on the lives of individuals and <b>others</b> .	2.1 Describe ways in which autism can impact on the everyday lives of individuals and others.		
	2.2 Explain how <b>factors</b> may impact the experience of autism for the individual and others.		
	2.3 Give examples of how individuals with autism may experience discrimination.		
	2.4 Describe ways of supporting an individual and others to understand their autism spectrum condition.		
	2.5 Describe positive aspects of autism spectrum condition.		
3. Understand different theories and concepts in relation to autism spectrum condition (ASC).	3.1 Explain theories about autism related to: <ul style="list-style-type: none"> <li>• brain function</li> <li>• genetics</li> <li>• psychology.</li> </ul>		
	3.2 Explain what is meant by the 'triad' and 'dyad' of impairment.		
	3.3 Explain why there are alternative choices of terminology used to describe the autism spectrum.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4 Evaluate the strengths and limitations of different types of terminology.		
	3.5 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition.		
	3.6 Outline controversies concerning the search for cures and interventions for autism spectrum conditions and for pre-natal diagnosis.		
4. Understand the legislative and policy framework in relation to the support of individuals with autistic spectrum conditions.	4.1 Explain how current legislation, national policy and guidance supports the rights of individuals with autism in relation to: <ul style="list-style-type: none"> <li>• advocacy</li> <li>• education and employment</li> <li>• mental capacity</li> <li>• safeguarding.</li> </ul>		
5. Understand how to develop strategies and skills to enable social interaction and communication with individuals on the autism spectrum.	5.1 Explain how behaviour should be viewed as a form of communication.		
	5.2 Describe how strategies and assistive technology are used to develop and support social interaction and communication.		
	5.3 Evaluate how to adapt own verbal and non-verbal communication style during interactions with individuals with autism.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand how to support individuals with an autism spectrum condition.	6.1 Explain why it is important to establish a person-centred plan tailored to an individual's <b>specific preferences and needs</b> .		
	6.2 Explain why consultation with others is important in person-centred planning and support.		
	6.3 Describe different techniques and approaches to support individuals with an autism spectrum condition to learn and develop new skills.		
	6.4 Explain how adaptations to the physical and sensory environment can be made to: <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation.</li> </ul>		
	6.5 Explain ways of supporting an individual with autism to protect themselves from <b>harm</b> .		
	6.6 Explain how needs change for individuals and their families/carers at different stages of their lives.		
	6.7 Describe the role of advocacy in the support of individuals with an autism spectrum condition.		



<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Diagnoses and profiles</b> may include:</p> <ul style="list-style-type: none"> <li>• Asperger syndrome</li> <li>• pathological demand avoidance (PDA).</li> </ul> <p>Examples of other terms that may be used include:</p> <ul style="list-style-type: none"> <li>• 'high functioning' autism</li> <li>• classic or Kanner autism</li> <li>• atypical autism</li> <li>• Asperger syndrome profile</li> <li>• demand-avoidant profile</li> <li>• savant.</li> </ul> <p><b>Conditions</b> that may co-occur with autism may include:</p> <ul style="list-style-type: none"> <li>• learning disability</li> <li>• mental ill health</li> <li>• epilepsy</li> <li>• attention deficit hyperactivity disorder (ADHD)</li> <li>• developmental co-ordination disorder (dyspraxia).</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• social</li> <li>• cultural</li> <li>• religious</li> <li>• attitudes</li> <li>• awareness.</li> </ul> <p><b>Specific preferences and needs</b> may include:</p> <ul style="list-style-type: none"> <li>• routines</li> </ul>

- timetables and structures
- levels of sensory stimulation
- special interests or rituals.

**Harm** may include:

- being taken advantage of because of lack of social understanding
- violating the law without realising they are doing something harmful
- abuse
- difficulty predicting outcomes of actions
- lack of awareness of danger
- use of social media and online safety
- extreme anxiety.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 7**

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

Assessor name:

Signature:

Date:

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

**AN 47: Dementia awareness**

<b>Unit reference</b>	K/615/7227	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	7
<b>Unit aim</b>	The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.		

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

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

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

**Additional information about the unit:**

Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Experience living with dementia</b> depending on age, type of dementia, and level of ability and disability.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 47**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 35: Understand the process and experience of dementia**

<b>Unit reference</b>	M/615/7228	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	22
<b>Unit aim</b>	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.		

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

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

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

**Additional information about the unit:**

Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.
Unit guidance	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.  Learner signature: _____ Date: _____	
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<b>Assessor sign off of completed unit: AN 35</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.  Assessor name: _____  Signature: _____ Date: _____	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



**HSC S 9: Provide support to individuals with dementia**

<b>Unit reference</b>	J/616/6355	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	35
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with dementia.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1 Understand <b>legislation and frameworks</b> in relation to the care and support of <b>individuals</b> with dementia.	1.1 Summarise legislation and frameworks in relation to the care and support of an individual with dementia.		
	1.2 Explain how agreed ways of working uphold the rights of an individual with dementia.		
	1.3 Explain how the <b>best interests</b> of an individual with dementia are met through care and support.		
	1.4 Explain what is meant by providing care and support in a least restrictive way.		
	1.5 Summarise the rights of carers.		
2. Be able to promote positive interactions with individuals with dementia	2.1 Explain how different types of dementia influence an individual's ability to communicate and interact.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Explain the impact on an individual's communication skills and interactions of: <ul style="list-style-type: none"> <li>• sensory impairment</li> <li>• health needs</li> <li>• environment</li> <li>• actions of carers or <b>others</b>.</li> </ul>		
	2.3 Compare a <b>reality orientation</b> approach with a <b>validation approach</b> to interactions.		
	2.4 Use different communication techniques with an individual who has dementia.		
	2.5 Observe the behaviour of an individual with dementia to interpret needs.		
	2.6 Respond to the behaviour of an individual with dementia.		
3 Be able to support rights and choices of individuals with dementia.	3.1 Explain how strategies developed from knowledge of the individual's personality and life history can be used to support individuals with dementia.		
	3.2 Provide support to an individual with dementia using strategies that have been developed from knowledge of their personality and life history.		
	3.3 Support an individual with dementia in identifying and managing risks for their care and support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4 Review the effectiveness of strategies which have been developed from knowledge of an individual's personality and life history.		
	3.5 Create an <b>environment</b> which enables an individual with dementia to achieve their potential.		
4 Be able to involve carers and others in supporting individuals with dementia.	4.1 Describe how the experience of an individual's dementia may impact on carers.		
	4.2 Involve carers and others in the care planning cycle.		
	4.3 Ensure an individual with dementia, carers and others can access complaints procedures.		
	4.4 Describe how conflicts of interests are managed between the carer and an individual with dementia.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 21, HSC 24, HSC 31, HSC 35
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Unit guidance

**Legislation and frameworks** may include:

- Care Act 2014
- Equality Act 2010
- Living Well with Dementia – the National Dementia Strategy 2009
- Mental Health Act 2007
- Mental Capacity Act 2005
- Human Rights Act 1998.

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

**Best interests:**

Mental Capacity Act 2005 – to support the financial health, emotional and social well-being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

**Others** may include:

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

**Reality orientation**

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

**Validation approach**

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

**Environment** may include:

- social
- physical.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 9**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

HSC S 10: Diabetes awareness



<b>Unit reference</b>	L/616/6356	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	28
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required to be aware of diabetes.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand diabetes.	1.1 Define the term 'diabetes'.		
	1.2 Outline key features of Type 1 diabetes.		
	1.3 Outline key features of Type 2 diabetes.		
	1.4 Describe signs and symptoms of diabetes.		
2. Know risk factors for developing Type 2 diabetes.	2.1 Identify risk factors associated with the development of Type 2 diabetes.		
	2.2 Describe ways that <b>individuals</b> can reduce their risk of developing Type 2 diabetes.		
	2.3 Outline the long-term health consequences of developing Type 2 diabetes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the treatment and management options for individuals with diabetes.	3.1 Outline the treatments and other support available for individuals with diabetes: <ul style="list-style-type: none"> <li>• nutritional</li> <li>• medication</li> <li>• exercise.</li> </ul>		
	3.2 Describe the importance of support from <b>others</b> for the individual with diabetes.		
	3.3 Give examples of tests used to monitor diabetes to include: <ul style="list-style-type: none"> <li>• annual tests</li> <li>• daily (or more frequent) tests.</li> </ul>		
4. Know how to respond to hypoglycaemia.	4.1 Define the term 'hypoglycaemia'.		
	4.2 Identify the causes of hypoglycaemia.		
	4.3 List the signs and symptoms of hypoglycaemia.		
	4.4 Describe actions to take if an individual is hypoglycaemic.		
5. Know how to respond to hyperglycaemia.	5.1 Define the term 'hyperglycaemia'.		
	5.2 Identify the causes of hyperglycaemia.		
	5.3 List the signs and symptoms of hyperglycaemia.		
	5.4 Describe actions to take if an individual is hyperglycaemic.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Understand the links between diabetes and other conditions.	6.1 Describe the impact of <b>intercurrent illness</b> on individuals with diabetes.		
	6.2 Outline how treatment for diabetes may be required to change in response to intercurrent illness.		
	6.3 Describe the links and possible complications between diabetes and: <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> <li>• pregnancy</li> <li>• cardiovascular disease.</li> </ul>		
7. Understand how to work safely when monitoring individuals with diabetes.	7.1 Identify current legislation and codes of practice for <b>safe working practices</b> .		
	7.2 Explain the use of personal protective equipment when supporting monitoring activity.		



<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA 8, DIAB TT01
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Intercurrent illness</b> – a disease occurring during the course of another disease with which it has no connection.</p> <p><b>Safe working practices</b> – including working and disposing of sharps, needles and lancets, disposing of body fluids.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 10**

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

Assessor name:

Signature:

Date:

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

**HSC S 11: Support individuals with diabetes**

<b>Unit reference</b>	Y/616/6358	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	46
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with diabetes.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand diabetes.	1.1 Define diabetes.		
	1.2 State normal ranges of blood glucose levels.		
	1.3 Describe the key features of: <ul style="list-style-type: none"> <li>Type 1 diabetes</li> <li>Type 2 diabetes</li> <li>Gestational diabetes.</li> </ul>		
	2.1 State the prevalence for each type of diabetes: <ul style="list-style-type: none"> <li>Type 1 diabetes</li> <li>Type 2 diabetes</li> <li>Gestational diabetes.</li> </ul>		
	1.5 Describe signs and symptoms of diabetes.		
	1.6 Describe possible <b>long-term complications</b> to health for <b>individuals</b> with diabetes.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7 Explain: <ul style="list-style-type: none"> <li>• glycaemia</li> <li>• hyperglycaemia</li> <li>• hypoglycaemia.</li> </ul>		
	1.8 Describe the function of insulin in maintaining blood glucose levels.		
2. Understand risk factors of developing diabetes.	2.1 Describe <b>pre-diabetes</b> .		
	2.2 Examine current information about risk factors for the development of diabetes.		
	2.3 Explain risk factors that contribute to the development of diabetes.		
	2.4 Explain the role of exercise, diet and weight control in prevention of Type 2 diabetes.		
	2.5 Outline medical conditions linked with Type 1 and Type 2 diabetes.		
3. Understand monitoring processes in relation to diabetes.	3.1 Explain the process for screening and diagnosing diabetes.		
	3.2 Explain the importance and process of monitoring: <ul style="list-style-type: none"> <li>• blood glucose levels</li> <li>• urine glucose levels and ketone presence</li> <li>• blood pressure</li> <li>• body mass index (BMI).</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3 Describe types of medication used in the treatment of diabetes and potential side effects.		
	3.4 Describe the signs and symptoms of: <ul style="list-style-type: none"> <li>• hyperosmolar hyperglycaemic syndrome (HHS)</li> <li>• diabetic ketoacidosis (DKA).</li> </ul>		
	3.5 Describe the correct treatment, reporting and recording procedures for diabetic emergencies: <ul style="list-style-type: none"> <li>• hyperosmolar hyperglycaemic syndrome</li> <li>• diabetic ketoacidosis.</li> </ul>		
4. Understand the nutritional needs of individuals with diabetes.	4.1 Explain the nutritional requirements of individuals with diabetes.		
	4.2 Explain how different carbohydrates affect blood glucose level.		
	4.3 Explain the role of a nutritional plan for individuals with diabetes.		
5. Understand the links between diabetes and other conditions.	5.1 Explain the links between diabetes and: <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> <li>• pregnancy</li> <li>• cardiovascular disease.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2 Explain how treatment for diabetes may be required to change in response to intercurrent illness.		
6. Be able to support an individual with self-management of diabetes.	6.1 Explain how to work with an individual and carers to optimise skills for self-management of diabetes.		
	6.2 Support individuals to test and record own blood glucose levels.		
	6.3 Promote safe storage, use and disposal of sharps and associated waste.		
	6.4 Monitor and report individuals' self-management skills.		
	6.5 Support an individual to make informed choices about self-management of diabetes.		
	6.6 Explain when and how to report concerns about an individual's self-management skills.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA 8, DIAB TT01
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.  Learning outcome 6 must be assessed in a real work environment.

## Unit guidance

**Long-term complications** may include:

- cardiovascular disease
- nerve damage
- kidney damage
- eye damage
- foot damage
- skin conditions – including ulcers
- hearing impairment
- Alzheimer's disease.

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

**Pre-diabetes** may include:

- impaired fasting glycaemia
- impaired glucose intolerance.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 11**

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

Assessor name:

Signature:

Date:

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

## HSC S 13: End of life care



<b>Unit reference</b>	D/616/6359	<b>Unit level</b>	3
<b>Credit value</b>	7	<b>GL</b>	53
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge and understanding required in relation to end of life care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how the legislative framework relating to end of life care protects the rights of <b>individuals</b> and <b>others</b> .	1.1 Outline <b>legal requirements and agreed ways of working</b> in relation to end of life care.		
	1.2 Describe current national strategies and approaches to end of life care.		
	1.3 Describe aims of end of life care.		
	1.4 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.		
	1.5 Explain strategies to overcome conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.		
2. Understand <b>factors</b> that impact on end of life care.	2.1 Outline theories in relation to death and dying.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Describe factors that may affect an individual's view of death and dying.		
	2.3 Explain how beliefs, religion and culture of individuals and others influence end of life care.		
	2.4 Explain why support for spiritual needs is important at the end of life.		
	2.5 Explain the role of others in an individual's end of life care.		
	2.6 Explain why support for an individual's health and well-being may not always relate to their terminal condition.		
3. Understand <b>advance care planning</b> in relation to end of life care.	3.1 Explain the purpose of advance care planning in relation to end of life care.		
	3.2 Explain how to ensure end of life plans and advance care plans are understood and shared.		
	3.3 Outline ethical and legal issues that may arise in relation to advance care planning.		
4. Understand pain and symptom management in end of life care.	4.1 Describe a range of interventions used for pain and symptom management.		
	4.2 Explain how symptom and pain management is co-ordinated.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Identify common signs and symptoms that indicate an individual is entering the last days of life.		
5. Understand how to support individuals and others during end of life care.	5.1 Explain the importance and sensitivity of discussing dying, death and bereavement for individuals and others.		
	5.2 Describe sources of support and resources that can be obtained through networks, community groups and partnerships to help individuals at the end of life.		
	5.3 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> <li>• assistive technology.</li> </ul>		
	5.4 Explain how to recognise when an individual and others require privacy.		
	5.5 Explain factors that influence who should communicate significant information to an individual or others.		
6. Understand the role of organisations, community and support services available to individuals and	6.1 Describe the role of <b>organisations, community and support services</b> that contribute to end of life care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
others in relation to end of life care.	6.2 Describe eligibility criteria and processes for referral to specialist services.		
	6.3 Explain the role of an advocate in relation to end of life care.		
	6.4 Explain the use of lasting power of attorney in decision making.		
7. Understand <b>actions</b> to take following the death of an individual.	7.1 Explain why it is important to know about an individual's wishes for after-death care.		
	7.2 Describe the importance of actions immediately following a death that respect the individual's wishes and follow agreed ways of working.		
	7.3 Describe ways to support others immediately following an individual's death.		
8. Understand how to manage own feelings in relation to the dying or death of individuals.	8.1 Identify ways to manage own feelings in relation to an individual's dying or death.		
	8.2 Explain support systems to deal with own feelings in relation to an individual's dying or death.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 385

Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Legislative requirements and agreed ways of working</b> will include policies and procedures where these apply, and may relate to:</p> <ul style="list-style-type: none"> <li>• equality, diversity and discrimination</li> <li>• data protection, recording, reporting, confidentiality and sharing information</li> <li>• the making of wills and living wills</li> <li>• dealing with personal property of deceased people</li> <li>• removal of medical equipment from deceased people</li> <li>• visitors</li> <li>• safeguarding of vulnerable adults.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• psychological</li> <li>• spiritual</li> <li>• cultural and religious needs.</li> </ul> <p><b>Advance care planning</b> may include:</p> <ul style="list-style-type: none"> <li>• Gold Standards Framework (GSF)</li> <li>• Preferred Priorities for Care (PPC).</li> </ul> <p><b>Organisations, community and support services</b> may include:</p> <ul style="list-style-type: none"> <li>• nursing and care homes</li> <li>• specialist palliative care services</li> <li>• domiciliary, respite and day services</li> <li>• funeral directors.</li> </ul> <p><b>Actions</b> may include:</p>

- |  |                                                                                                                                                                               |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• attending to the body of the deceased</li><li>• reporting the death through agreed channels</li><li>• informing key people.</li></ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

WITHDRAWN

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 13**

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

Assessor name:

Signature:

Date:

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

**AN 36: Care for the elderly**

<b>Unit reference</b>	A/615/7376	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	10
<b>Unit aim</b>	The aim of this unit is to develop knowledge and understanding of the needs of the elderly and how to care for them.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the ageing process.	1.1 Describe changes occurring with age, to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> <li>• emotional</li> <li>• social.</li> </ul>		
	1.2 Outline the needs of the elderly in relation to the ageing process.		
2. Be able to adapt communication techniques when caring for elderly patients.	2.1 Outline ways to minimise barriers to communication.		
	2.2 Demonstrate communication techniques adapted for elderly patients.		
3. Understand how to care for elderly patients.	3.1 Describe conditions affecting the elderly, to include: <ul style="list-style-type: none"> <li>• dementia</li> <li>• Parkinson's disease</li> <li>• stroke/Transient Ischaemic Attack (TIA)</li> <li>• arthritis</li> <li>• osteoporosis.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2 Describe how to adapt care plans for elderly patients.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcome 2 must be assessed in a real work environment.

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
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<p><b>Assessor sign off of completed unit: AN 36</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



**AN 50: Support individuals at the end of life**

<b>Unit reference</b>	M/615/7326	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	50
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the aims and principles of end of life care.	1.1 Explain the aims and principles of end of life care.		
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care.		
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.		
	1.4 Identify the <b>key people</b> and services who may be involved in delivery of end of life care.		
	1.5 Explain the concept of holistic care at the end of life.		
	1.6 Describe the triggers that suggest <b>individuals</b> are nearing the end of life.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 support for an individual's health and <b>well-being</b> 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 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care.		
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Provide 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/ complementary therapies.</li> </ul>		
	4.6 Contribute to partnership working with key people to support the individual's well-being.		
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care.	5.1 Explain why support for spiritual needs may be especially important at the end of life.		
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life.		
6. Be able to support individuals through the	6.1 Carry out own role in an individual's care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
process of dying.	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways.		
	6.3 Adapt support to reflect the individual's changing needs or responses.		
7. Be able to take action following the death of individuals.	7.1 Explain why it is important to know about an individual's wishes for their after-death care.		
	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working.		
	7.3 Describe ways to support key people immediately following an individual's death.		
8. Be able to manage own feelings in relation to the dying or death of individuals.	8.1 Identify ways to manage own feelings in relation to an individual's dying or death.		
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	SCDHSC0385		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment, in ways that do not intrude on the care of an individual at the end of life.		

Unit guidance	<p><b>Key people</b> may include:</p> <ul style="list-style-type: none"><li>• family members</li><li>• friends</li><li>• others who are important to the well-being of the individual.</li></ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"><li>• social</li><li>• emotional</li><li>• cultural</li><li>• spiritual</li><li>• intellectual</li><li>• economic</li><li>• physical</li><li>• mental.</li></ul>
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<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
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<p><b>Assessor sign off of completed unit: AN 50</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**AN 26: Understand advance care planning**

<b>Unit reference</b>	M/615/7164	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of <b>advance care planning</b> .	1.1 Describe the difference between a daily care or support plan and an advance care plan.		
	1.2 Explain the purpose of advance care planning.		
	1.3 Identify the national, local and organisational agreed ways of working for advance care planning.		
	1.4 Explain the legal position of an advance care plan.		
	1.5 Explain what is meant by mental capacity in relation to advance care planning.		
	1.6 Explain what is meant by informed consent in relation to advance care planning.		
2. Understand the process of advance care planning.	2.1 Explain when advance care planning may be introduced.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Outline who may be involved in the advance care planning process.		
	2.3 Describe <b>information an individual</b> may need to enable them to make informed decisions.		
	2.4 Explain what is involved in an 'advance decision to refuse treatment'.		
	2.5 Explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' ( <b>DNACPR</b> ) order.		
	2.6 Explain how the <b>individual's capacity</b> to discuss advance care planning may influence their role in the process.		
	2.7 Explain role of the care worker in the advance care planning process and sources of support available.		
	2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process.		
	2.9 Identify how an advance care plan can change over time.		
	2.10 Outline the principles of record keeping in advance care planning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.11 Describe when details of the advance care plan can be shared with others.		
3. Understand person-centred approaches to advance care planning.	3.1 Describe factors an individual may consider when creating their advance care plan.		
	3.2 Explain the importance of respecting the individual's values, beliefs and choices.		
	3.3 Identify how the needs of <b>others</b> may need to be taken into account when planning advance care.		
	3.4 Explain how to support an individual to exercise their right not to create an advance care plan.		
	3.5 Outline actions to take when an individual is unable to participate in advance care planning.		
	3.6 Explain how individual's care or support plan may be affected by an advance care plan.		
<b>Additional information about the unit:</b>			
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.		
Unit guidance	<b>Advance care planning (ACP)</b> is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this		



discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death.

**Information** may include:

- knowledge of illness and prognosis
- choices of care and treatment options
- resources available for delivery of care.

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

**DNACPR**, often referred to as DNR.

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

**Others** may include:

- team members
- other colleagues
- families, carers and advocates.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 26**

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

Assessor name:

Signature:

Date:

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

**AN 52: Support individuals who are bereaved**

<b>Unit reference</b>	F/615/7167	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</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>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the effects of bereavement on individuals.	1.1 Describe how an <b>individual</b> may feel immediately following the death of a loved one.		
	1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan.		
2. Understand principles for supporting individuals who are bereaved.	2.1 Compare theories of bereavement.		
	2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement.		
	2.3 Explain the importance of empathy in supporting a bereaved individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to support individuals to express their response to loss.	3.1 Create an environment where the individual has privacy to express their emotions.		
	3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress.		
4. Be able to support individuals who are bereaved.	4.1 Assess the individual's level of distress and their capacity for resilience.		
	4.2 Agree a programme of support with the individual and <b>others</b> .		
	4.3 Carry out own role within the support programme.		
	4.4 Support the individual to identify any changes they may need to make as a result of their loss.		
	4.5 Explain the importance of working at the individual's pace during the bereavement journey.		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2 Describe how to assess whether a bereaved individual requires specialist support.		
	5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency.		
6. Be able to manage own feelings when providing support for individuals who are bereaved.	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved.		
	6.2 Use <b>support systems</b> to help manage own feelings.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC0384
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 6 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Support systems</b> refer to a network of people who provide an individual with practical or emotional support.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 52**

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

Assessor name:

Signature:

Date:

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

**HSC S 16: Principles of supporting individuals with a learning disability regarding sexuality and sexual health**



<b>Unit reference</b>	Y/616/6361	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	21
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of the principles of supporting individuals with a learning disability regarding sexuality and sexual health.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the development of human sexuality.	1.1 Define the terms: <ul style="list-style-type: none"> <li>• sexuality</li> <li>• sexual health</li> <li>• sexual orientation</li> <li>• sexual expression.</li> </ul>		
	1.2 Explain sexual development milestones throughout the lifespan.		
2. Understand factors that impact sexual development of <b>individuals</b> with a learning disability.	2.1 Explain how <b>factors</b> can influence the sexual development, sexual expression and sexual health of an individual with a learning disability.		
	2.2 Explain the importance of considering an individual's <b>mental capacity</b> in relation to sexual development, sexual experiences, sexual expression and sexual health.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the support of sexual health issues.	3.1 Explain the <b>key features of sexual health</b> and well-being and how these relate to an individual's overall health and well-being.		
	3.2 Identify sexual health issues that affect men and women.		
	3.3 Explain how sexual health issues can be supported through plans for health care.		
	3.4 Identify local services that support sexual health for individuals.		
4. Understand legislation in relation to the support of sexuality and sexual health for individuals with learning disabilities.	4.1 Summarise legislation in relation to sexuality and sexual health for individuals.		
5. Understand how to support the sexual expression of an individual with a learning disability.	5.1 Explain how the practitioner's values, beliefs and experiences may impact support.		
	5.2 Describe ways an individual with a learning disability may express themselves sexually and how individual preferences can be supported.		
	5.3 Explain how to support an individual with a learning disability to: <ul style="list-style-type: none"> <li>• keep safe sexually</li> <li>• minimise sexual vulnerability</li> <li>• avoid abuse.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4 Explain action to take in response to safeguarding concerns in relation to sexual relationships.		

WITHDRAWN



Additional information about the unit:	
Relationship to National Occupational Standards (NOS)	HSC 311, HSC 331, HSC 332, HSC 356
Additional unit assessment requirements	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• genetics</li> <li>• environmental</li> <li>• socio-economic</li> <li>• cultural, religious and moral beliefs</li> <li>• education</li> <li>• relationships</li> <li>• behaviour and lifestyle (e.g. alcohol and substance abuse)</li> <li>• demographics</li> <li>• peer pressure</li> <li>• media and social media</li> <li>• self-esteem and confidence</li> <li>• resilience</li> <li>• vulnerability</li> <li>• mental capacity</li> <li>• sexual exploitation and abuse, e.g. grooming, domestic abuse, gender violence.</li> </ul> <p><b>Mental capacity</b> – the principles of human rights underpin this unit. Where <b>mental capacity</b> is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not.</p> <p><b>Key features of sexual health</b> may include:</p> <ul style="list-style-type: none"> <li>• contraception</li> <li>• hygiene</li> <li>• sexually transmitted infections.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 16**

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

Assessor name:

Signature:

Date:

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

**AN 40: Understand the context of supporting individuals with learning disabilities**

<b>Unit reference</b>	M/615/7374	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	35
<b>Unit aim</b>	<p>The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities.</p> <p>The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.</p>		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities.	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities.		
	1.2 Explain how legislation and policies influence the day-to-day experiences of <b>individuals</b> with learning disabilities and their families.		
2. Understand the nature, causes and characteristics of learning disability.	2.1 Explain what is meant by 'learning disability'.		
	2.2 Describe causes of learning disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Describe the medical and social models of disability.		
	2.4 Evaluate the potential impact on the family of an individual with a learning disability.		
3. Understand the historical context of learning disability.	3.1 Explain types of services provided for individuals with learning disabilities over time.		
	3.2 Evaluate how past ways of working may affect present services.		
	3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare.</li> </ul>		
4. Understand principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.	4.1 Explain the meaning of the term 'social inclusion'.		
	4.2 Explain the meaning of the term 'advocacy'.		
	4.3 Describe different types of advocacy.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4 Analyse strategies to promote empowerment and <b>active participation</b> .		
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers.	5.1 Explain impacts of views and attitudes of others on individuals with learning disability.		
	5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers.		
	5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice.		
6. Understand how to promote communication with individuals with learning disabilities.	6.1 Explain how to meet the communicating needs of individuals with learning disabilities.		
	6.2 Explain why it is important to use language that is both age appropriate and ability appropriate with individuals with learning disabilities.		
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	GEN86		

Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>	
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<p><b>Assessor sign off of completed unit: AN 40</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____ Date: _____</p> <p>Signature: _____ Date: _____</p>	
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**HSC S 17: Support individuals with learning disabilities to access healthcare**

<b>Unit reference</b>	D/616/6362	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge, understanding and skills required to support individuals with learning disabilities to access healthcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policies and guidance relevant to <b>individuals</b> with learning disabilities accessing healthcare.	1.1 Outline legislation, policies and guidance in relation to supporting an individual with learning disabilities to access healthcare.		
	1.2 Describe a rights-based approach to accessing healthcare.		
	1.3 Explain ways to support an individual to give informed consent in line with legislation, policies and guidance.		
2. Understand the function of healthcare services that an individual with learning disabilities may need to access.	2.1 Explain the <b>healthcare services</b> that an individual may need to access.		
	2.2 Explain how an individual can access each type of healthcare service.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Describe the role and responsibilities of professionals working in different types of healthcare services.		
3. Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities.	3.1 Explain how <b>plans for healthcare</b> can be used to support the healthcare needs of an individual.		
	3.2 Explain health checks available to individuals to support health and well-being.		
	3.3 Explain the importance of routine healthcare checks.		
4. Be able to complete and review plans for healthcare for individuals with learning disabilities.	4.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare.		
	4.2 Complete plans for healthcare with an individual and <b>others</b> .		
	4.3 Review plans for healthcare with an individual and others.		
5. Be able to support an individual with learning disabilities to access a variety of healthcare services.	5.1 Describe barriers to accessing healthcare services.		
	5.2 Explain strategies to overcome barriers to accessing healthcare services.		
	5.3 Provide accessible information related to healthcare to individuals.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4 Work with others to support an individual to access healthcare services.		
	5.5 Support an individual in a range of <b>practical healthcare situations</b> .		
	5.6 Support an individual to make safe choices in relation to <b>treatments and medication</b> .		
	5.7 Record details of a healthcare visit in an accessible format.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC 313, HSC 330, HSC 364
Additional unit assessment requirements	This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcomes 4 and 5 must be assessed in a real work environment.
Unit guidance	The principles of person-centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.  Person-centred reflects what is important to individuals and helps them to live the life they choose.  <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Healthcare services</b> may include:

- primary healthcare services
- acute healthcare services
- specialist healthcare services
- community healthcare services.

**Plans for healthcare** - in England this refers to/should include Health Action Plans.

**Others** may include:

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

**Practical healthcare situations** includes:

- making and keeping a routine health check appointment
- making a complaint about a healthcare professional
- describing pain or other symptoms to a healthcare professional
- spending a night in hospital and having a medical procedure.

**Treatments and medication** - complementary therapies, self-medicating, over the counter medicine.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 17**

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

Assessor name:

Signature:

Date:

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

**DHS 13: Understand mental health problems**



<b>Unit reference</b>	Y/615/7157	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	16
<b>Unit aim</b>	This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the types of mental ill health.	1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>• mood disorders</li> <li>• personality disorders</li> <li>• anxiety disorders</li> <li>• psychotic disorders</li> <li>• substance-related disorders</li> <li>• eating disorders</li> <li>• cognitive disorders.</li> </ul>		
	1.2 Explain the key strengths and limitations of the psychiatric classification system.		
	1.3 Explain alternative frameworks for understanding mental distress.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.4 Explain indicators of mental ill health.		
2. Understand the impact of mental ill health on individuals and others in their social network.	2.1 Explain how <b>individuals</b> experience discrimination.		
	2.2 Explain the <b>effects</b> mental ill health may have on an individual.		
	2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network.		
	2.4 Explain how to intervene to promote an individual's mental health and well-being.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDHSC3111, MH14
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Assessment criteria 2.2 and 2.3 should cover:</p> <p><b>Effects:</b></p> <ul style="list-style-type: none"> <li>• psychological and emotional impacts</li> <li>• behaviour</li> <li>• physical health</li> <li>• practical and financial impacts</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 13**

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

Assessor name:

Signature:

Date:

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

**HSC S 20: Promote mental well-being and mental health**

<b>Unit reference</b>	H/616/6363	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	20
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge, understanding and skills required to promote mental well-being and mental health.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand perspectives of and factors that impact mental well-being and mental health.	1.1 Compare <b>perspectives</b> in relation to mental well-being and mental health.		
	1.2 Explain factors that may impact mental well-being and mental health across the life span: <ul style="list-style-type: none"> <li>• biological</li> <li>• social</li> <li>• psychological</li> <li>• emotional.</li> </ul>		
	1.3 Explain how <b>risk</b> and <b>protective factors</b> influence resilience in <b>individuals</b> and groups.		
2. Understand local, national or international strategy to promote mental well-being and mental health.	2.1 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Evaluate a local, national or international strategy to promote mental well-being and mental health.		
3. Be able to promote mental well-being and mental health.	3.1 Explain how an individual may promote their own mental well-being and mental health.		
	3.2 Promote mental well-being and mental health within own service.		
	3.3 Support an individual to promote their own mental well-being and mental health.		
	3.4 Implement a strategy for supporting an individual to promote their own mental well-being and mental health.		
	3.5 Review a strategy for supporting an individual to promote their own mental well-being and mental health.		
4. Be able to promote social inclusion to support individuals' mental well-being and mental health.	4.1 Support an individual to develop positive relationships.		
	4.2 Support an individual to build social networks.		
	4.3 Create an environment that promotes social inclusion.		

**Additional information about the unit:**



Relationship to National Occupational Standards (NOS)	MH14
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Perspectives</b> may include:</p> <ul style="list-style-type: none"> <li>• nature/nurture</li> <li>• medical model</li> <li>• social model.</li> </ul> <p><b>Risk factors</b> may include:</p> <ul style="list-style-type: none"> <li>• inequalities</li> <li>• poor quality social relationships.</li> </ul> <p><b>Protective factors</b> may include:</p> <ul style="list-style-type: none"> <li>• socially valued roles</li> <li>• social support and contact.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 20**

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

Assessor name:

Signature:

Date:

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

**HSC S 22: Support individuals with multiple conditions and/or disabilities**

<b>Unit reference</b>	M/616/6365	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	31
<b>Unit aim</b>	The aim of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the impact of multiple conditions and/or disabilities on <b>individuals</b> .	1.1 Describe <b>multiple conditions and/or disabilities</b> that individuals may have.		
	1.2 Explain the impact of multiple conditions and/or disabilities on an individual's <b>well-being</b> and quality of life.		
2. Understand own role in supporting individuals with multiple conditions and/or disabilities.	2.1 Describe own role in supporting the well-being of individuals with multiple conditions and/or disabilities.		
	2.2 Explain the limits and boundaries of own role and responsibilities.		
3. Understand the support available for individuals with multiple conditions and/or disabilities.	3.1 Explain the role of assessment of health and social care needs for individuals with multiple conditions and/or disabilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2 Explain roles and responsibilities of <b>others</b> who provide support to individuals with multiple conditions and/or disabilities.		
	3.3 Explain resources available to support the additional needs of individuals with multiple conditions and/or disabilities.		
	3.4 Explain equipment available to support additional needs of individuals with multiple conditions and/or disabilities.		
	3.5 Explain the role of <b>informal networks</b> in supporting individuals with multiple conditions and/or disabilities.		
4. Be able to assist individuals with multiple conditions and/or disabilities.	4.1 Support an individual to identify needs and preferences.		
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in <b>activities</b> .		
	4.3 Support an individual to engage in activities that meet their needs and preferences.		
5. Be able to evaluate the support provided to an individual to engage in activities.	5.1 Review with the individual and/or others how well the activities have met the identified needs and preferences.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2 Reflect on own contribution to supporting an individual to engage in activities.		
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice.		
	5.4 Adapt own practice to support the needs of the individual.		

WITHDRAWN

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	Sensory Services 4
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• autism.</li> </ul> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Informal networks</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul>

**Activities** could include:

- managing and maintaining nutrition
- maintaining personal hygiene
- managing toilet needs
- being appropriately clothed
- being able to make use of the adult's home safely
- maintaining a habitable home environment
- developing and maintaining family or other personal relationships
- accessing and engaging in work, training, education or volunteering
- making use of necessary facilities or services in the local community, including public transport, and recreational facilities or services
- carrying out any caring responsibilities the adult has for a child.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 22**

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

Assessor name:

Signature:

Date:

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

**HSC S 23: Support individuals with Parkinson's disease**

<b>Unit reference</b>	T/616/6366	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals with Parkinson's disease.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the signs, symptoms and progression of Parkinson's disease.	1.1 Describe Parkinson's disease.		
	1.2 Explain changes in the brain that cause Parkinson's disease to develop.		
	1.3 Describe symptoms of Parkinson's disease in relation to: <ul style="list-style-type: none"> <li>• motor</li> <li>• non-motor.</li> </ul>		
	1.4 Compare young onset Parkinson's disease with traditional onset Parkinson's disease.		
	1.5 Describe typical phases and timeframes of the progression of Parkinson's disease.		
	1.6 Identify a range of different conditions known under the term <b>Parkinsonism</b> .		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the impact of Parkinson's disease on the <b>individual</b> and <b>others</b> .	2.1 Describe the impact of motor and non-motor symptoms on an individual's quality of life.		
	2.2 Explain the impact of Parkinson's disease on an individual's relationships with others.		
	2.3 Explain the impact of fluctuations in symptoms of Parkinson's disease on an individual and others.		
	2.4 Describe the impact of Parkinson's disease on the individual in relation to: <ul style="list-style-type: none"> <li>• communication</li> <li>• cognition</li> <li>• behaviour</li> <li>• emotion.</li> </ul>		
3. Understand the diagnosis, interventions and treatment options to manage Parkinson's disease.	3.1 Describe processes for diagnosis and referral of an individual with Parkinson's disease.		
	3.2 Describe how to access local, community and statutory agencies, support services and networks appropriate to an individual with Parkinson's disease.		
	3.3 Describe methods, practices and interventions to support individuals to manage their symptoms.		
	3.4 Describe <b>treatment options</b> available for an individual with Parkinson's disease.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5 Explain how nutrition and hydration are managed for an individual with Parkinson's disease.		
4. Understand safe and effective use of medication for Parkinson's disease.	4.1 Identify medication used to manage Parkinson's disease.		
	4.2 Describe the common side-effects of medication for Parkinson's disease.		
	4.3 Explain the consequences when medication is not taken or given on time.		
	4.4 Describe how to manage side effects of medication for Parkinson's disease.		
5. Be able to support the health and well-being of individuals with Parkinson's disease.	5.1 Implement person-centred strategies and <b>techniques</b> to address: <ul style="list-style-type: none"> <li>• communication difficulties</li> <li>• cognitive difficulties</li> <li>• behavioural changes.</li> </ul>		
	5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: <ul style="list-style-type: none"> <li>• mobility and falls</li> <li>• swallowing difficulties</li> <li>• sleep disturbances.</li> </ul>		
	5.3 Contribute to the evaluation of service delivery in relation to supporting individuals living with Parkinson's disease.		

**Additional information about the unit:**

Additional unit assessment requirements	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Parkinsonism</b> (or Parkinson's disease syndrome) – a term used to describe a range of conditions that have similar symptoms to Parkinson's disease.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Treatment options</b> may include:</p> <ul style="list-style-type: none"> <li>• medication</li> <li>• surgical</li> <li>• physiotherapy.</li> </ul> <p><b>Techniques</b> - those designed specifically to support individuals in managing communication and cognition difficulties directly associated with Parkinson's disease, such as cognitive freezing.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 23**

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

Assessor name:

Signature:

Date:

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

**HSC S 26: Understand sensory loss**

<b>Unit reference</b>	J/616/6369	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	21
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge and understanding of sensory loss.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the <b>factors</b> that impact on <b>individuals</b> with <b>sensory loss</b> .	1.1 Analyse how factors impact on an individual with sensory loss.		
	1.2 Analyse how societal attitudes and beliefs impact on an individual 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 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 individuals with sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain how communication may impact on the lives of individuals with sensory loss.		
3. Understand causes and conditions of sensory loss.	3.1 Identify causes of sensory loss.		
	3.2 Define: <ul style="list-style-type: none"> <li>• congenital sensory loss</li> <li>• acquired sensory loss.</li> </ul>		
	3.3 Describe demographic factors that influence the incidence of sensory loss in the population.		
4. Understand how to recognise when an individual may be experiencing sight and/or hearing loss and actions to take.	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 about the unit:</b>	
Relationship to National Occupational Standards (NOS)	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
Unit guidance	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility</li> <li>• whether sensory loss is acquired or congenital</li> <li>• the age and stage of life when sensory impairment or loss was acquired</li> <li>• level of impairment</li> <li>• support available.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 26**

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

Assessor name:

Signature:

Date:

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

**HSC S 27: Support the assessment of individuals with sensory loss**

<b>Unit reference</b>	F/616/6371	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	22
<b>Unit aim</b>	The aim of this unit is to provide learners with knowledge, understanding and skills required to support the assessment of individuals with sensory loss.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand own role and the roles of others in the assessment of <b>individuals with sensory loss</b> and their carers.	1.1 Outline current legislation and guidance in relation to the assessment of individuals with sensory loss.		
	1.2 Describe the rights of individuals with sensory loss and their carers in relation to assessment.		
	1.3 Describe own role and responsibilities in supporting the assessment of individuals with sensory loss.		
	1.4 Outline roles and responsibilities of <b>others</b> involved in the assessment of individuals with sensory loss.		
	1.5 Describe the specific <b>factors</b> within an assessment for individuals with sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6 Explain the importance of using both <b>formal and informal</b> methods to gather information for assessments.		
	1.7 Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment.		
2. Understand own role and the role of others in promoting the interests of individuals with sensory loss.	2.1 Explain why it is important to promote awareness of sensory loss.		
	2.2 Outline own role in promoting awareness of sensory loss.		
	2.3 Describe the roles of self and others who promote the interests of individuals with sensory loss.		
	2.4 Describe the role of individuals in promoting awareness of sensory loss.		
3. Be able to support the assessment of individuals with sensory loss.	3.1 Agree areas of assessment required with the individual and others.		
	3.2 Enable active participation of the individual throughout the assessment process.		
	3.3 Contribute to the assessment within boundaries of own role.		
	3.4 Record and report the outcomes of the assessment.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.5 Monitor and review support and progress against agreed outcomes of the assessment.		
4. Be able to support primary carers.	4.1 Communicate with the primary carer to identify support needed.		
	4.2 Contribute to the assessment of primary carers' needs.		
	4.3 Identify support needs with the primary carers.		
	4.4 Record and report needs of primary carers.		
	4.5 Identify sources of information and support for referral.		
5. Be able to promote evidence-based practice in relation to sensory loss.	5.1 Provide individuals and others with information on evidence-based practice relevant to sensory loss.		
	5.2 Use information, resources or evidence-based practice to improve practice.		
	5.3 Review outcomes of applying evidence-based practice for the individual, others and the service.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	Sensory Services 1, 2, 3, 4, 6, 11

Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss</b> may include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• assistive technology</li> <li>• positive risk assessment</li> <li>• mobility and falls</li> <li>• environment.</li> </ul> <p><b>Formal and informal</b> methods could include:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• communication</li> <li>• feedback from individuals</li> <li>• feedback from families/carers/friends</li> <li>• deterioration in the environment.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 27**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC S 29: Promote stroke care management**

<b>Unit reference</b>	J/616/6372	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	36
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote stroke care management.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policy and guidance in relation to stroke.	1.1 Summarise current legislation, policy and guidance in relation to care and support of <b>individuals</b> following a stroke.		
	1.2 Describe the potential impact of stroke on an individual's mental capacity.		
2. Understand how to recognise stroke.	2.1 Outline signs and symptoms of stroke.		
	2.2 Describe stages of stroke.		
	2.3 Describe assessment tests that are available to enable listing of the signs and symptoms.		
	2.4 Explain changes that an individual may experience as a result of stroke.		
3. Understand specific communication factors affecting individuals	3.1 Explain <b>effects of stroke</b> on the brain in relation to communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
following stroke.	3.2 Describe communication methods and <b>aids</b> to support individuals affected by stroke.		
	3.3 Explain the use of supported conversation techniques.		
	3.4 Describe the impact of communication difficulties on the individual.		
	3.5 Describe services and resources to support communication needs.		
4. Understand needs of individuals affected by stroke.	4.1 Describe potential <b>changes in the brain</b> caused by stroke.		
	4.2 Describe the effects of stroke on an individual: <ul style="list-style-type: none"> <li>• <b>physical</b></li> <li>• <b>cognitive</b></li> <li>• <b>psychological and emotional</b></li> <li>• <b>social.</b></li> </ul>		
	4.3 Explain the impact stroke may have on nutrition.		
	4.4 Describe the impact stroke may have on <b>sensory</b> ability.		
	4.5 Explain the fluctuating effects of stroke on an individual.		
	4.6 Describe <b>health needs</b> that may be associated with stroke.		
5. Understand how to promote recovery and independence	5.1 Describe the impact of stroke on daily living.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
for an individual following stroke.	5.2 Explain use of activities to promote recovery and independence.		
	5.3 Explain the importance of <b>repetition</b> to promote recovery.		
	5.4 Identify effects of fatigue in stroke rehabilitation and reablement.		
	5.5 Evaluate advances in assistive technology that support stroke recovery and rehabilitation.		
	5.6 Explain the importance of working in partnership with <b>others</b> to support stroke recovery and independence.		
6. Be able to support an individual following a stroke.	6.1 Explain how to encourage an individual to review their <b>lifestyle</b> and promote their own health and well-being.		
	6.2 Conduct a risk assessment.		
	6.3 Support an individual with personal care and daily living.		
	6.4 Support an individual with recovery and rehabilitation exercises and therapy.		
	6.5 Monitor an individual and report changes or concerns.		

**Additional information about the unit:**

<p>Additional unit assessment requirements</p>	<p>This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 6 must be assessed in a real work environment.</p>
<p>Unit assessment guidance</p>	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Effects of stroke</b> may include:</p> <ul style="list-style-type: none"> <li>• aphasia</li> <li>• apraxia</li> <li>• dysarthria.</li> </ul> <p><b>Aids</b> may include:</p> <ul style="list-style-type: none"> <li>• high-tech (electronic technology)</li> <li>• low-tech (anything non-electronic).</li> </ul> <p><b>Changes in the brain</b> may include:</p> <ul style="list-style-type: none"> <li>• the dominant side of the brain</li> <li>• non-dominant side of the brain.</li> </ul> <p><b>Physical</b> effects may include:</p> <ul style="list-style-type: none"> <li>• fatigue</li> <li>• mobility</li> <li>• continence</li> <li>• pain</li> <li>• spatial awareness.</li> </ul> <p><b>Cognitive</b> effects may include:</p> <ul style="list-style-type: none"> <li>• memory loss</li> <li>• perception</li> <li>• lack of inhibition</li> <li>• personality changes</li> <li>• emotional instability.</li> </ul> <p><b>Psychological and emotional</b> effects may include:</p> <ul style="list-style-type: none"> <li>• self-esteem</li> <li>• confidence</li> <li>• depression</li> <li>• mood swings</li> <li>• grieving process</li> <li>• anger and frustration</li> <li>• behaviour changes</li> <li>• isolation.</li> </ul> <p><b>Social</b> effects may include:</p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• interaction</li> </ul>

- participation.

**Sensory** effects may include:

- vision
- hearing.

**Health needs** may include:

- medication
- co-morbidity
- complications e.g.:
  - aspiration
  - airway obstruction
  - hypoxia
  - hypotension
  - hypertension
  - hyperglycaemia
  - bedsores.

**Repetition** – repeating day-to-day activities or therapeutic remedies.

**Others** may include:

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

**Lifestyle** may include:

- driving
- return to work
- finances
- benefits
- sexuality
- relationships
- transport
- leisure.

**Learner declaration of authenticity:**

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

Learner signature:

Date:



**Assessor sign off of completed unit: HSC S 29**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC S 30: Carry out assessments to identify the needs of substance users**

<b>Unit reference</b>	R/616/6374	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to carry out assessments to identify the needs of substance users.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand <b>impacts</b> of substance misuse.	1.1 Identify: <ul style="list-style-type: none"> <li>substances <b>individuals</b> may use</li> <li>how substances are used</li> <li>potential effects of substances.</li> </ul>		
	1.2 Describe impacts of substance misuse on the individual.		
2. Understand legislation, policy and procedure in relation to assessment of substance misuse.	2.1 Summarise legislation, policy and procedure in relation to assessment.		
3. Be able to prepare for a substance misuse assessment.	3.1 Explain why assessment should be carried out promptly.		
	3.2 Identify whether an initial assessment or comprehensive assessment is required.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3 Obtain information to inform the assessment from: <ul style="list-style-type: none"> <li>• the individual</li> <li>• the referring agency</li> <li>• previous assessments.</li> </ul>		
	3.4 Identify support available in relation to the assessment process.		
4. Be able to undertake a substance misuse assessment.	4.1 Involve the individual in the assessment.		
	4.2 Assess the individual's substance misuse and their needs.		
	4.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme.		
	4.4 Manage behaviour that challenges.		
	4.5 Balance the interests of the individual against duty of care.		
	4.6 Agree a course of action with the individual in relation to the type of intervention required.		
	4.7 Provide a rationale for the intervention required.		
	4.8 Make referrals to substance misuse services.		
	4.9 Work with <b>others</b> to ensure continuity and consistency of care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.10 Provide individuals with accessible information in relation to complaints and appeals procedures.		
	4.11 Maintain records of the assessment process.		
	4.12 Undertake ongoing reviews of the assessment.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC339
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcomes 3 and 4 must be assessed in a real work environment.
Unit guidance	The evidence for this unit is likely to come from: <ul style="list-style-type: none"> <li>• the observation of the learner carrying out an initial assessment with an individual</li> <li>• case records, assessment records and care plans, and the learner's explanation of their work with an individual recorded either through professional discussion or a reflective account.</li> </ul> <p><b>Impacts</b> may include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• physical.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> </ul>

- |  |                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• other colleagues</li><li>• those who use or commission their own health or social care services</li><li>• families, carers and advocates.</li></ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 30**

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

Assessor name:

Signature:

Date:

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

**HSC S 31: Support individuals who are substance users**

<b>Unit reference</b>	D/616/6376	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	35
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals who are substance users.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the context of substance use.	1.1 Explain reasons for substance use.		
	1.2 Explain reasons why <b>individuals</b> decide to cease or reduce substance use.		
	1.3 Explain the impact of mental health on substance use.		
2. Understand <b>substances</b> , their effects and how they might be used.	2.1 Identify: <ul style="list-style-type: none"> <li>substances individuals may use</li> <li>how substances are used</li> <li>potential effects of substances.</li> </ul>		
	2.2 Identify possible <b>indications</b> of substance misuse.		
	2.3 Identify <b>risks</b> in relation to substance misuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to <b>support</b> individuals to adopt safe practices in relation to substance use.	3.1 Support individuals to discuss their circumstances and history of substance misuse.		
	3.2 Advise individuals on methods of substance use and how related activities can be practised more safely.		
	3.3 Support individuals to dispose of hazardous materials and equipment safely.		
	3.4 Describe harm reduction strategies.		
	3.5 Identify the potential effects of attempting to cease or reduce substance use and the strategies/methods for alleviating them.		
	3.6 Describe strategies for alleviating the effects of attempting to cease or reduce substance use.		
4. Be able to support individuals when they have used substances.	4.1 Summarise policies and procedures in relation to the support of individuals who have misused substances.		
	4.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Support individuals to meet their own needs and requirements after the effects of the substance have worn off.		
	4.4 Explain when and how to request support and assistance.		
	4.5 Record and report information in relation to episodes of substance misuse.		
5. Be able to support individuals to address substance misuse through an action plan.	5.1 Assist individuals to review reasons for making a commitment to reduce substance use.		
	5.2 Support the individual to contribute to the development of an action plan.		
	5.3 Gather and record information in relation to the individual's progress.		
	5.4 Describe how to manage own feelings in relation to the individual's progress.		
	5.5 Review the action plan with the individual and agree next steps.		
	5.6 Identify the specialist agencies and support networks in relation to substance misuse.		

**Additional information about the unit:**



Relationship to National Occupational Standards (NOS)	HSC379
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p>The evidence for this unit is likely to come from:</p> <ul style="list-style-type: none"> <li>• the observation of the candidate working with an individual</li> <li>• confidential case records</li> <li>• the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Substances</b> may include:</p> <ul style="list-style-type: none"> <li>• illegal drugs</li> <li>• prescription drugs</li> <li>• over-the-counter drugs</li> <li>• alcohol</li> <li>• solvents.</li> </ul> <p><b>Indications</b> may include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• behavioural</li> <li>• social</li> <li>• emotional.</li> </ul> <p><b>Risks</b> may include:</p> <ul style="list-style-type: none"> <li>• short-/long-term</li> <li>• injury to self and others</li> <li>• overdose and other health risks</li> <li>• dependence/addiction</li> <li>• self-neglect.</li> </ul> <p><b>Support</b> may include:</p> <ul style="list-style-type: none"> <li>• counselling</li> <li>• financial</li> <li>• emotional</li> <li>• medical</li> </ul>

- |  |                                                                     |
|--|---------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• self-help groups.</li></ul> |
|--|---------------------------------------------------------------------|

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 31**

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

Assessor name:

Signature:

Date:

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

**HSC S 32: Test for substance use**

<b>Unit reference</b>	K/616/6378	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to test for substance use.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to prepare to test <b>individuals</b> for substance use.	1.1 Identify individuals to be tested for substance misuse.		
	1.2 Make arrangements for tests to be witnessed.		
	1.3 Comply with health, safety and security policies.		
	1.4 Confirm individuals understand the purpose of the tests, their rights, and consequences of not submitting to the testing procedures.		
	1.5 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested.		
	1.6 Obtain consent for testing procedures.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7 Explain to individuals how they are to provide their <b>samples</b> .		
2. Be able to test for substances.	2.1 Take samples according to agreed ways of working.		
	2.2 Test samples, or refer them for testing.		
	2.3 Follow supplier's/ manufacturer's instructions for use of equipment.		
	2.4 Dispose of samples and equipment.		
	2.5 Explain causes of false readings.		
3. Be able to communicate outcomes of testing for substances.	3.1. Communicate the outcomes of the tests to individuals and <b>others</b> .		
	3.2 Obtain individual's informed consent when test results are to be shared.		
	3.3 Maintain records and reports in accordance with organisational policy and procedures.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	HSC363
Additional unit assessment requirements.	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Samples</b> may include:</p> <ul style="list-style-type: none"> <li>• breath</li> <li>• urine</li> <li>• blood</li> <li>• hair</li> <li>• saliva.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 32**

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

Assessor name:

Signature:

Date:

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

**MH 12: Recognise indications of substance misuse and refer individuals to specialists**

<b>Unit reference</b>	T/615/7277	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	24
<b>Unit aim</b>	The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators of substance misuse and refer to appropriate services locally and nationally based on the individual's needs.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the regulations and legislation that applies to the misuse of <b>substances</b> in line with organisational procedures.	1.1 Outline the regulation and legislation that applies to the misuse of substances.		
	1.2 Identify the organisation's policies and procedures that relate to substance misuse.		
2. Understand the indications of substance misuse.	2.1 Describe theories relevant to substance misuse.		
	2.2 Identify the range of substances which may be misused.		
	2.3 Explain the effects of the range of substances that may be misused.		
	2.4 Identify indications of substance misuse.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse.		
	2.6 Explain how to obtain specialist assistance when required.		
	2.7 Describe how to keep the following up-to-date: <ul style="list-style-type: none"> <li>• personal knowledge about substances</li> <li>• indications of substance misuse.</li> </ul>		
3. Be able to assess and monitor risk in accordance with organisational procedures.	3.1 Assess the risk to the individual and to others which may result from substance misuse.		
	3.2 Review the assessment of risk.		
	3.3 Explain why the review of risk assessment is important.		
	3.4 Describe positive interventions that can be used with individuals in line with risk assessment.		
	3.5 Apply the risk assessment appropriate to the level of risk.		
4. Understand how to handle information and maintain records in line with organisational procedures.	4.1 Explain the importance of following organisational requirements when handling information and maintaining records.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2 Explain own approach to handling information and records in relation to the: <ul style="list-style-type: none"> <li>• rights of individuals</li> <li>• principles of confidentiality.</li> </ul>		
5. Be able to refer individuals to appropriate services in line with organisational requirements.	5.1 Identify the range of services in relation to substance misuse which is available locally and nationally.		
	5.2 Refer individuals to services in line with organisational requirements.		
	5.3 Provide services with information about the referral in line with organisational requirements.		



<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	AA1
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  Learning outcomes 3 and 5 must be assessed in a real work environment.
Unit guidance	<b>Substances</b> may include illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents, novel psychoactive compounds.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit: MH 12</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

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



**HSC S 33: Undertake research in adult care**

<b>Unit reference</b>	L/616/6325	<b>Unit level</b>	4
<b>Credit value</b>	8	<b>GL</b>	55
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to undertake research in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand research approaches and methodologies.	1.1 Summarise research <b>approaches and methodologies</b> .		
	1.2 Describe <b>key stages</b> in a research project.		
	1.3 Describe <b>tools</b> used to analyse data.		
2. Be able to plan a research project in relation to own area of adult care practice.	2.1 Agree a research topic.		
	2.2 Identify aims of research project.		
	2.3 Develop a research question.		
	2.4 Devise a research proposal.		
	2.5 Produce a rationale for chosen research methodology.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6 Explain reasons for considering ethical issues when designing and carrying out research.		
	2.7 Consider ethical implications that apply to the area of the research project.		
	2.8 Review literature relevant to the research project.		
3. Be able to conduct a research project within own area of adult care practice.	3.1 Conduct the research using identified research methods.		
	3.2 Record and collate data.		
4. Be able to analyse research findings.	4.1 Analyse data from own research.		
	4.2 Draw conclusions on the analysis of data.		
	4.3 Discuss ways the research process could be improved.		
	4.4 Make recommendations for own area of adult care practice.		

<b>Additional information about the unit:</b>	
<b>Additional unit assessment requirements</b>	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>
<b>Unit guidance</b>	<p><b>Approaches and methodologies</b> may include:</p> <ul style="list-style-type: none"> <li>• exploratory</li> <li>• descriptive</li> <li>• analytical</li> <li>• predictive</li> <li>• qualitative</li> <li>• quantitative.</li> </ul> <p><b>Key stages</b> may include:</p> <ul style="list-style-type: none"> <li>• propose a topic</li> <li>• devise a research question/hypothesis</li> <li>• literature review</li> <li>• select appropriate methodology</li> <li>• carry out research and data collection</li> <li>• data analysis</li> <li>• report results, discussion and conclusion</li> <li>• make recommendations.</li> </ul> <p><b>Tools</b> may include:</p> <ul style="list-style-type: none"> <li>• statistics</li> <li>• tables, graphs, charts, maps, lists</li> <li>• trend calculations</li> <li>• summaries</li> <li>• validity, reliability, variables and parameters.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 33**

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

Assessor name:

Signature:

Date:

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

**Clinical Skills units****AN 1: Undertake physiological measurements**

<b>Unit reference</b>	J/615/7297	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	23
<b>Unit aim</b>	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice.		
2. Understand the physiological states that can be measured.	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• differentiation between systolic and diastolic blood pressure</li> <li>• normal limits of blood pressure</li> <li>• conditions of high or low blood pressure.</li> </ul>		
	2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> <li>• body temperature maintenance</li> <li>• normal body temperature</li> <li>• pyrexia, hyperpyrexia and hypothermia.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> <li>• factors affecting respiratory rates in ill and well individuals.</li> </ul>		
	2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> <li>• normal pulse rates limits</li> <li>• factors affecting pulse rates – raising or lowering</li> <li>• pulse sites on the body</li> <li>• the requirement for pulse oximetry measurements</li> <li>• analysis and implication of pulse oximetry findings.</li> </ul>		
	2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control.		
	2.6 Explain the major factors that influence changes in physiological measurements.		
	2.7 Explain the importance of undertaking physiological measurements.		
	2.8 Explain how <b>physiological measurements may need to be adapted</b> for the <b>individual</b> .		
3. Be able to prepare to take physiological measurements.	3.1 Explain to the individual what measurements will be undertaken and why these are done.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2 Reassure the individual during physiological measurements process.		
	3.3 Answer questions and deal with concerns during physiological measurements process.		
	3.4 Explain the help individuals may need before taking their physiological measurements.		
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.		
	3.6 Ensure all materials and equipment to be used are appropriately prepared.		
	3.7 Confirm the individual's identity and obtain <b>valid consent</b> .		
	4. Be able to undertake physiological measurements.	4.1 Apply standard precautions for infection prevention and control.	
	4.2 Apply health and safety measures relevant to the procedure and environment.		
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4 Monitor the condition of the individual throughout the measurement.		
	4.5 Respond to any significant changes in the individual's condition.		
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement.		
	4.7 Identify any issues outside own responsibility and refer these to other colleagues.		
5. Be able to record and report results of physiological measurements.	5.1 Explain the necessity for recording physiological measurements.		
	5.2 Explain a few common conditions which require recording of physiological measurements.		
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels.		
	5.4 Record physiological measurements taken accurately using the correct documentation.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	CHS19.2012
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Physiological measurements may need to be adapted</b> depending on their:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• age</li> <li>• stage of development.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 1**

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

Assessor name:

Signature:

Date:

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

**AN 2: Undertake personal hygiene activities with individuals**

<b>Unit reference</b>	K/615/7177	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	24
<b>Unit aim</b>	The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a care plan is central to carrying out the activities.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals.	1.1 Identify current legislation, national guidelines, <b>policies, procedures</b> and protocols in relation to undertaking personal hygiene activities with <b>individuals</b> .		
	1.2 Explain the importance of complying with health and safety guidance.		
	1.3 Explain the importance of using aseptic techniques.		
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing.	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing.		
3. Be able to prepare for undertaking personal hygiene activities with	3.1 Explain the importance of following the individual's care plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
individuals.	3.2 Explain why resources should be prepared prior to commencing the activity.		
	3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan.		
	3.4 Confirm the individual's identity and gain <b>valid consent</b> .		
	3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
4. Be able to undertake personal hygiene activities with individuals.	4.1 Apply health and safety measures relevant to the procedure and environment.		
	4.2 Apply standard precautions for infection control.		
	4.3 Carry out personal hygiene activities in accordance with the individual's care plan.		
	4.4 Ensure that the individual's privacy and dignity is maintained.		
	4.5 Observe the individual while providing support and reassurance and address any concerns.		
	4.6 Describe action to take in response to adverse reactions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to record and report the outcome of the personal hygiene activity.	5.1 Record the outcome of the personal hygiene activity.		
	5.2 Report the outcomes of the activity to a member of the care team in line with local policy.		

**Additional information about the unit:**

Relationship to National Occupational Standards (NOS)	CHS11
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Policies</b> and <b>procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 2**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 4: Obtain venous blood samples**

<b>Unit reference</b>	R/615/7187	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	24
<b>Unit aim</b>	This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples.	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples.		
2. Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1 Describe the structure of venous blood vessels.		
	2.2 Explain blood-clotting processes and the factors that influence blood clotting.		
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures.		
3. Be able to prepare to obtain venous blood samples.	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> .		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>• is appropriate to their communication needs and abilities</li> <li>• provides relevant information</li> <li>• provides support and reassurance</li> <li>• addresses needs and concerns</li> <li>• is respectful of personal beliefs and <b>preferences</b>.</li> </ul>		
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample.		
	3.4 Select and prepare an appropriate site, taking into account the individual's age, needs and preferences.		
	4. Be able to obtain venous blood samples.	4.1 Apply health and safety measures relevant to the procedure and environment.	
	4.2 Apply standard precautions for infection control.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3 Obtain the venous blood sample, to include: <ul style="list-style-type: none"> <li>• utilisation of blood collection equipment</li> <li>• utilisation of containers</li> <li>• required volume of blood</li> <li>• correct sequence when obtaining multiple samples</li> <li>• application and use of tourniquets at appropriate stages</li> <li>• stimulation of blood flow or selection of alternative site where necessary</li> <li>• utilisation of anticoagulant with sample when necessary.</li> </ul>		
	4.4 Respond to indications of adverse reactions or complications during the procedure.		
	4.5 Explain the procedure to manage an arterial puncture.		
	4.6 Terminate the blood collection procedure to include: <ul style="list-style-type: none"> <li>• removal of blood collection equipment</li> <li>• stopping blood flow</li> <li>• stopping bleeding</li> <li>• application of suitable dressing</li> <li>• personal care advice to the individual.</li> </ul>		
5. Be able to prepare venous blood samples for transportation.	5.1 Label, package, transport and store blood samples.		
<b>Additional information about the unit:</b>			

Relationship to National Occupational Standards (NOS)	CHS132.2012
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Unit guidance	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Valid consent</b> must be in line with agreed UK country definition.  <b>Preferences</b> may be based on: <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 4**

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

Assessor name:

Signature:

Date:

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

**AN 5: Obtain and test capillary blood samples**

<b>Unit reference</b>	K/615/7325	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one-year-old, as venepuncture may be the preferred method depending on the type of sample and quantity required.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples.	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.		
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples.	2.1 Describe the structure and purpose of capillary blood vessels.		
	2.2 Explain blood clotting processes and the factors that influence blood clotting.		
3. Be able to prepare to obtain capillary blood samples.	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2 Select and prepare an appropriate site for obtaining the sample, taking into account the individual's <b>preferences</b> and age.		
	3.3 Provide support and reassurance to address the individual's needs and concerns.		
	3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.		
4. Be able to obtain capillary blood samples.	4.1 Apply health and safety measures relevant to the procedure and environment.		
	4.2 Apply standard precautions for infection prevention and control.		
	4.3 Describe the different reasons for obtaining capillary blood samples.		
	4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.		
	4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.6 Obtain blood samples in the correct sequence when obtaining multiple samples.		
	4.7 Ensure stimulation of blood flow.		
	4.8 Select alternative sites where necessary.		
	4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site.		
	4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure.		
	4.11 Explain the correct process for labelling and other protocols in relation to blood samples.		
	4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.		
5. Be able to test and record the results of blood samples.	5.1 Test the sample using the approved method in line with organisational procedure.		
	5.2 Describe normal or expected results for particular tests.		
	5.3 Recognise and interpret normal, expected and abnormal results.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required.		
	5.5 Record results fully and accurately and forward according to local requirements.		
6. Be able to pass on the results of blood samples.	6.1 Communicate the results of the tests and any further action required to the individual.		
	6.2 Respond to questions and concerns from individuals, providing accurate information.		
	6.3 Refer issues outside own responsibility to an appropriate staff member.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	CHS131		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.		
Unit guidance	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Valid consent</b> must be in line with agreed UK country definition.  <b>Preferences</b> may be based on:		

- |  |                                                                                               |
|--|-----------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• beliefs</li><li>• values</li><li>• culture.</li></ul> |
|--|-----------------------------------------------------------------------------------------------|

WITHDRAWN



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 5**

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

Assessor name:

Signature:

Date:

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

**AN 28: Undertake agreed pressure area care**

<b>Unit reference</b>	H/615/7324	<b>Unit level</b>	2
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores.		
	1.2 Identify pressure sites of the body.		
	1.3 Identify factors which might put an <b>individual</b> at risk of skin breakdown and pressure sores.		
	1.4 Describe how incorrect handling and moving techniques can damage the skin.		
	1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6 Describe changes to an individual's skin condition that should be reported.		
2. Understand good practice in relation to own role when undertaking pressure area care.	2.1 Identify legislation and national guidelines affecting pressure area care.		
	2.2 Describe agreed ways of working relating to pressure area care.		
	2.3 Describe why team working is important in relation to providing pressure area care.		
3. Be able to follow the agreed care plan.	3.1 Describe why it is important to follow the agreed care plan.		
	3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care.		
	3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care.		
	3.4 Describe actions to take where any concerns with the agreed care plan are noted.		
	3.5 Identify the pressure area risk assessment tools which are used in own work area.		
	3.6 Explain why it is important to use risk assessment tools.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand the use of materials, equipment and resources are available when undertaking pressure area care.	4.1 Identify a range of aids or equipment used to relieve pressure.		
	4.2 Describe safe use of aids and equipment.		
	4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment</li> <li>• resources.</li> </ul>		
5. Be able to prepare to undertake pressure area care.	5.1 Prepare equipment and environment in accordance with health and safety guidelines.		
	5.2 Obtain <b>valid consent</b> for the pressure area care.		
6. Be able to undertake pressure area care.	6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes <b>active participation</b></li> <li>• promotes partnership working.</li> </ul>		
	6.2 Apply standard precautions for infection prevention and control.		
	6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.4 Move an individual using approved techniques and in accordance with the agreed care plan.		
	6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions.		
	6.6 Communicate effectively with the individual throughout the intervention.		
	6.7 Complete all records and documentation accurately and legibly.		
<b>Additional information about the unit:</b>			
Relationship to National Occupational Standards (NOS)	CHS5		
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcomes 3, 5 and 6 must be assessed in a real work environment.		
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 28**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 29: Administer medication to individuals and monitor the effects**

<b>Unit reference</b>	R/615/7335	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	30
<b>Unit aim</b>	This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand legislation, policy and procedures relevant to administration of medication.	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication.		
2. Know about common types of medication and their use.	2.1 Describe common types of medication including their effects and potential side effects.		
	2.2 Identify medication which demands specific physiological measurements.		
	2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.		
	2.4 Explain the different routes of medicine administration.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand procedures and techniques for the administration of medication.	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes.		
	3.2 Identify the required information from prescriptions/ medication administration charts.		
4. Be able to prepare for the administration of medication.	4.1 Apply standard precautions for infection control.		
	4.2 Explain ways to ensure the appropriate timing of medication.		
	4.3 Obtain the <b>individual's</b> consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns.		
	4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.		
5. Be able to administer and monitor medication.	5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.2 Safely administer the medication: <ul style="list-style-type: none"> <li>• in line with legislation and local policies</li> <li>• in a way which minimises pain, discomfort and trauma to the individual.</li> </ul>		
	5.3 Describe how to report any immediate problems with the administration.		
	5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.		
	5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.		
	5.6 Maintain the security of medication and related records throughout the process.		
	5.7 Return medication and related records to the correct place for storage.		
	5.8 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.		

**Additional information about the unit:**

Relationship to National Occupational Standards (NOS)	CHS3
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

WITHDRAWN

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 29**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**AN 30: Understand the administration of medication**

<b>Unit reference</b>	D/615/7368	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	24
<b>Unit aim</b>	This unit provides the knowledge and skills needed to understand the administration of medication under the direction of a health professional.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the current legislation, guidelines and policies relevant to the administration of medication.	1.1 Identify the current national legislation and guidelines relevant to the administration of medication.		
	1.2 Outline the organisational policies for the management and administration of medication.		
	1.3 Outline the legislation surrounding medicine-specific and patient-specific directives.		
2. Understand the roles and responsibilities involved in the administration of medication.	2.1 Describe the responsibilities and accountability in relation to the administration of medication.		
	2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.		
3. Understand the requirements and procedures for the administration of medication.	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication.		
	3.2 Describe the different routes for the administration of medication.		
	3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility.		
	3.4 Describe the various aids which can be used to help <b>individuals</b> take their medication.		
	3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice.		
	3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand the requirements and procedures for ensuring an individual's safety.	4.1 Explain the importance of identifying the individual for whom the medications are prescribed.		
	4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it.		
5. Be able to contribute to the management of medications and administration records.	5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication.		
	5.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.		
	5.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.		
	5.4 Maintain the confidentiality of information relating to the individual at all times.		
	5.5 Check the stock level of medications and take action to obtain new stocks when required.		
<b>Additional information about the unit:</b>			

Relationship to National Occupational Standards (NOS)	CHS2
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's Assessment Principles.  Learning outcome 5 must be assessed in a real work environment.
Unit guidance	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 30**

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

Assessor name:

Signature:

Date:

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

**DHS 10: The principles of infection prevention and control**



<b>Unit reference</b>	J/615/7154	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand own and others' roles and responsibilities in the prevention and control of infections.	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2 Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2 Identify local and organisational policies relevant to the prevention and control of infection.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand systems and procedures relating to the prevention and control of infections.	3.1 Describe procedures and systems relevant to the prevention and control of infection.		
	3.2 Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1 Define the term 'risk'.		
	4.2 Outline potential risks of infection within the workplace.		
	4.3 Describe the process of carrying out a risk assessment.		
	4.4 Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1 Demonstrate correct use of PPE.		
	5.2 Identify different types of PPE.		
	5.3 Explain the reasons for use of PPE.		
	5.4 State current relevant regulations and legislation relating to PPE.		
	5.5 Describe employees' responsibilities regarding the use of PPE.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.6 Describe employers' responsibilities regarding the use of PPE.		
	5.7 Describe the correct practice in the application and removal of PPE.		
	5.8 Describe the correct procedure for disposal of used PPE.		
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1 Describe the key principles of good personal hygiene.		
	6.2 Demonstrate good hand washing technique.		
	6.3 Identify the correct sequence for hand washing.		
	6.4 Explain when and why hand washing should be carried out.		
	6.5 Describe the types of products that should be used for hand washing.		
	6.6 Describe correct procedures that relate to skincare.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	IPC01.2012
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.
Unit guidance	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit: DHS 10</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	
Signature:	Date:

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

**DHS 11: Causes and spread of infection**

<b>Unit reference</b>	L/615/7155	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	20
<b>Unit aim</b>	The aim of this unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body, and key factors that may lead to infection occurring.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the causes of infection.	1.1 Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3 Describe what is meant by infection and colonisation.		
	1.4 Explain what is meant by systemic infection and localised infection.		
	1.5 Identify <b>poor practices</b> that may lead to the spread of infection.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6 Identify how an understanding of poor practices can be applied to own professional practice.		
2. Understand the transmission of infection.	2.1 Explain the conditions needed for the growth of microorganisms.		
	2.2 Explain the ways an infective agent might enter the body.		
	2.3 Identify common sources of infection.		
	2.4 Explain how infective agents can be transmitted to a person.		
	2.5 Identify the key factors that will make it more likely that infection will occur.		
	2.6 Discuss the role of a national public health body in communicable disease outbreaks.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	IPC2.2012
Additional unit assessment requirements	This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.
Unit guidance	<b>Poor practices</b> - soiled linen and clinical waste should be covered for Assessment criteria 1.5 and 1.6.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit: DHS 11</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.	
Assessor name:	Date:
Signature:	Date:

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

**DHS 12: Cleaning, decontamination and waste management**



<b>Unit reference</b>	R/615/7156	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	20
<b>Unit aim</b>	This unit provides the knowledge and understanding of the correct way of maintaining a clean environment in accordance with national policies. Learners will gain an understanding of the procedures to follow to decontaminate an area from infection and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to maintain a clean environment.	1.1 State the general principles for environmental cleaning.		
	1.2 Explain the purpose of cleaning schedules.		
	1.3 Describe how the correct management of the environment minimises the spread of infection.		
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1 Describe the three steps of the decontamination process.		
	2.2 Describe how and when cleaning agents are used.		
	2.3 Describe how and when disinfecting agents are used.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5 Explain the concept of risk in dealing with specific types of contamination.		
	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7 Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice.	3.1 Identify the different categories of waste and the associated risks.		
	3.2 Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3 Explain how waste should be stored prior to collection.		
	3.4 Identify the legal responsibilities in relation to waste management.		
	3.5 State how to reduce the risk of sharps injury.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	IPC3.2012



Additional unit assessment requirements

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 12**

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

Assessor name:

Signature:

Date:

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

**Leadership units****HSC L 3: Lead learning and development in adult care**

<b>Unit reference</b>	F/616/6399	<b>Unit level</b>	4
<b>Credit value</b>	4	<b>GL</b>	26
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills to lead learning and development in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of learning and development for safe and effective practice.	1.1 Summarise regulation, policies, and codes of practice in relation to professional development.		
	1.2 Explain the <b>role</b> of learning and development.		
	1.3 Explain <b>sources of support</b> for learning and development.		
2. Understand principles of learning and development in adult care.	2.1 Explain <b>approaches</b> to adult learning.		
	2.2 Explain <b>models</b> of reflective practice.		
3. Be able to plan for learning and development.	3.1 Contribute to the design of professional development strategies, policies and procedures.		
	3.2 Conduct a training needs analysis.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3 Work with <b>others</b> to create a learning and development plan to include: <ul style="list-style-type: none"> <li>• statutory training</li> <li>• mandatory training</li> <li>• identified workforce development needs.</li> </ul>		
	3.4 Contribute to the selection and contracting of learning and development support.		
4. Be able to implement learning and development plans.	4.1 Facilitate learning and development opportunities.		
	4.2 Support others to engage in learning and development activities.		
	4.3 Maintain records in relation to learning and development.		
5. Be able to evaluate learning and development plans.	5.1 Contribute to the quality assurance of learning and development.		
	5.2 Review the outcomes of learning and development.		
	5.3 Make recommendations for improvements to learning and development.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCD HSC 0043
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

	<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>
<p>Unit guidance</p>	<p><b>Role</b> may include:</p> <ul style="list-style-type: none"> <li>• increased job satisfaction</li> <li>• improved staff retention</li> <li>• development of high expectation and improvement culture development</li> <li>• improved practice</li> <li>• stress management</li> <li>• preparing for changing conditions, risk or support needs</li> <li>• career and succession planning</li> <li>• performance management</li> <li>• achieving positive outcomes</li> <li>• maintenance and update of skills.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal professional development</li> <li>• informal professional development</li> <li>• feedback from others</li> <li>• appraisal and supervision</li> <li>• mentoring and coaching</li> <li>• sharing of best practice</li> <li>• peer-to-peer learning.</li> </ul> <p><b>Approaches</b> may include:</p> <ul style="list-style-type: none"> <li>• learning styles</li> <li>• four approaches to learning</li> <li>• motivation to learn</li> <li>• learning empowerment</li> <li>• learning curves and plateau</li> <li>• experiential learning</li> <li>• situated learning</li> <li>• cognitive dissonance.</li> </ul> <p><b>Models</b> may include:</p> <ul style="list-style-type: none"> <li>• Honey and Mumford (1986)</li> <li>• Schon (1983)</li> <li>• Kolb (1984)</li> <li>• Gibbs (1988).</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> </ul>

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC L 3**

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

Assessor name:

Signature:

Date:

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

**HSC L 4: Mentoring in adult care**

<b>Unit reference</b>	H/616/6380	<b>Unit level</b>	4
<b>Credit value</b>	4	<b>GL</b>	30
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required for mentoring in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand own role and responsibilities in relation to mentoring in social care.	1.1 Compare <b>models</b> of mentoring.		
	1.2 Explain the role of a mentor.		
	1.3 Explain skills and qualities required for a mentoring role.		
	1.4 Analyse how own values, beliefs and attitudes can impact on the mentoring role.		
	1.5 Explain the importance of establishing, in a mentoring relationship: <ul style="list-style-type: none"> <li>ground rules for engagement</li> <li>boundaries</li> <li>responsibilities and autonomy of mentee.</li> </ul>		
	1.6 Explain the importance of working to ethical and professional standards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7 Explain when and how to access support in relation to mentoring.		
2. Understand mentoring in adult care.	2.1 Explain legal and organisational requirements in relation to: <ul style="list-style-type: none"> <li>• data protection</li> <li>• confidentiality</li> <li>• privacy</li> <li>• safeguarding and disclosure.</li> </ul>		
	2.2 Explain benefits of mentoring to the organisation.		
	2.3 Analyse impacts of mentoring on the learning and development of the mentee.		
3. Understand techniques for establishing a mentoring relationship.	3.1 Compare <b>techniques</b> for mentoring.		
	3.2 Explain the role of confidentiality in maintaining mentoring relationships.		
4. Be able to agree goals and outcomes in partnership with the mentee.	4.1 Establish a mentoring agreement to include: <ul style="list-style-type: none"> <li>• ground rules for engagement</li> <li>• boundaries</li> <li>• responsibilities and autonomy of mentee.</li> </ul>		
	4.2 Agree goals and outcomes with a mentee.		
	4.3 Agree processes for recording interactions and progress.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to mentor in adult care.	5.1 Plan activities for mentoring based on development goals and outcomes.		
	5.2 Maintain a working relationship with the mentee.		
	5.3 Use communication techniques that develop the mentoring relationship.		
	5.4 Provide constructive feedback to the mentee.		
6. Be able to review the progress and achievements of a mentee in partnership with them.	6.1 Review progress with the mentee by encouraging them to clarify their own goals and facilitate achievement.		
	6.2 Review <b>strategies</b> for motivating mentees.		
	6.3 Agree ongoing mentoring support following review.		
7. Be able to support continuous improvement.	7.1 Reflect on own practice in relation to mentoring to identify areas for development.		
	7.2 Evaluate the impact of mentoring on service provision.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.  Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.



<p>Unit guidance</p>	<p><b>Models</b> may include:</p> <ul style="list-style-type: none"> <li>• apprentice model</li> <li>• competency model</li> <li>• reflective model.</li> </ul> <p><b>Techniques</b> may include:</p> <ul style="list-style-type: none"> <li>• establish rapport</li> <li>• identify points of connection</li> <li>• clear, open discussion</li> <li>• sharing assumptions, needs, expectations</li> <li>• discussion regarding previous mentoring relationships</li> <li>• active listening</li> <li>• reflecting</li> <li>• summarising</li> <li>• communication via a range of methods.</li> </ul> <p><b>Strategies</b> may include:</p> <ul style="list-style-type: none"> <li>• immediate feedback</li> <li>• use of praise</li> <li>• regular reporting</li> <li>• conducive environment</li> <li>• use of learning models such as:             <ul style="list-style-type: none"> <li>- andragogical principles</li> <li>- advance organiser</li> <li>- learning orientation model.</li> </ul> </li> </ul>
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<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: HSC L 4</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**HSC L 7: Personal and professional behaviour in adult care**

<b>Unit reference</b>	M/616/6382	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	20
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required for personal and professional behaviour in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the values, principles and standards underpinning <b>personal and professional behaviour</b> in adult care.	1.1 Summarise <b>standards and codes of practice</b> relating to personal and professional behaviour in adult care.		
	1.2 Describe skills, values and attributes underpinning personal and professional behaviour.		
	1.3 Describe tensions between personal and professional behaviour.		
2. Understand self-awareness in relation to personal and professional behaviour.	2.1 Define 'self-awareness'.		
	2.2 Explain how the practitioner's experiences impact their <b>values</b> and beliefs.		
	2.3 Explain how the practitioner's values and beliefs impact their personal and professional behaviour.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4 Explain the importance of self-awareness in recognising: <ul style="list-style-type: none"> <li>• strengths and limitations</li> <li>• areas for learning and professional development.</li> </ul>		
	2.5 Explain the impact of stress on personal and professional behaviour.		
3. Be able to reflect on personal and professional behaviour.	3.1 Describe skills for self-reflection.		
	3.2 Reflect on own personal and professional behaviour in relation to: <ul style="list-style-type: none"> <li>• ability to manage self</li> <li>• acting with integrity.</li> </ul>		
	3.3 Review areas of personal and professional behaviour for development.		
	3.4 Evaluate the contribution <b>others</b> can make to own learning and development.		
4. Be able to role-model personal and professional behaviour.	4.1 Model standards through personal and professional behaviour.		
	4.2 Support the development of personal and professional behaviour in others.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.  Learning outcomes 3 and 4 must be assessed in a real

	work environment.
Unit guidance	<p><b>Personal and professional behaviour</b> refers to all aspects of the conduct of adult care practitioners.</p> <p><b>Standards and codes of practice</b> may include:</p> <ul style="list-style-type: none"> <li>• the Care Certificate</li> <li>• Fundamental Standards (Care Quality Commission)</li> <li>• Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England</li> <li>• codes of conduct for specific, related professions such as Nursing and Midwifery Council</li> <li>• codes of practice for specific aspects of adult social care, such as Mental Capacity Act.</li> </ul> <p><b>Values</b> may include:</p> <ul style="list-style-type: none"> <li>• core values in adult social care</li> <li>• organisational values</li> <li>• personal values</li> <li>• professional values</li> <li>• openness and transparency</li> <li>• integrity.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC L7**

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

Assessor name:

Signature:

Date:

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

**HSC L 9: Contribute to quality assurance in adult care**

<b>Unit reference</b>	F/616/6385	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to quality assurance in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand quality standards in adult care.	1.1 Explain how adult care services are regulated.		
	1.2 Describe <b>quality standards</b> which apply to adult care services.		
	1.3 Describe <b>current initiatives</b> designed to improve outcomes for <b>individuals</b> .		
	1.4 Explain the importance of continuous service improvement.		
	1.5 Explain the impact on service provision when quality standards are not met.		
2. Understand factors that impact the quality of service delivery.	2.1 Explain <b>factors</b> that may impact the quality of service delivery.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2 Explain how the availability of <b>resources</b> may impact the quality of service delivery.		
	2.3 Explain resource management for safe and effective care.		
	2.4 Explain how to obtain formal and informal <b>feedback</b> on the quality of service delivery.		
	2.5 Explain how feedback informs quality standards.		
3. Understand quality assurance methods and systems.	3.1 Explain the cycle of quality assurance.		
	3.2 Describe how quality standards are monitored: <ul style="list-style-type: none"> <li>• internally</li> <li>• externally.</li> </ul>		
	3.3 Explain benchmarking and audit in relation to quality assurance.		
4. Understand own role and responsibilities in meeting quality standards.	4.1 Explain accountability in relation to meeting quality standards.		
	4.2 Explain own role and responsibilities in leading and supporting others to ensure compliance with regulation.		
	4.3 Explain how to access support in relation to meeting quality standards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to contribute to and review the implementation of quality standards.	5.1 Use feedback from <b>others</b> to assess own performance in meeting quality standards.		
	5.2 Support others to meet quality standards.		
	5.3 Record and report concerns that may compromise quality standards.		
	5.4 Make recommendations to improve performance in meeting quality standards.		

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.  Learning outcome 5 must be assessed in a real work environment.
Unit guidance	<p><b>Quality standards</b> may include:</p> <ul style="list-style-type: none"> <li>• Care Quality Commission Fundamental Standards</li> <li>• National Institute for Care and Health Excellence (NICE)</li> <li>• Adult Autism Strategy</li> <li>• Investors in People</li> <li>• various quality charter marks and accolades.</li> </ul> <p><b>Current initiatives</b> may include:</p> <ul style="list-style-type: none"> <li>• Dementia Strategy</li> <li>• Dignity in Care</li> <li>• Adult Autism Strategy</li> <li>• National Service Frameworks (NSF)</li> <li>• Skills for Care Common Core Principles.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

**Factors** may include:

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

**Resources** may include:

- human
- financial
- physical resources.

**Feedback** may include:

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

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:



**Assessor sign off of completed unit: HSC L 9**

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

Assessor name:

Signature:

Date:

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

WITHDRAWN

**HSC L 11: Manage resources in adult care**

<b>Unit reference</b>	J/616/6405	<b>Unit level</b>	4
<b>Credit value</b>	3	<b>GL</b>	20
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage resources in adult care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand resource management in adult care.	1.1 Describe legislative and regulatory requirements in relation to managing: <ul style="list-style-type: none"> <li>• financial resources</li> <li>• human resources</li> <li>• physical resources.</li> </ul>		
	1.2 Explain the importance of sustainability in relation to resource management.		
	1.3 Analyse <b>factors</b> which impact planning and prioritising resources.		
	1.4 Describe methods used to forecast resource requirements.		
	1.5 Describe how resources are commissioned or procured.		
	1.6 Explain the <b>relationship</b> between operational planning and resource management.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to contribute to planning and securing resources.	2.1 Explain own accountability and responsibilities for: <ul style="list-style-type: none"> <li>• identifying resources</li> <li>• securing resources.</li> </ul>		
	2.2 Consult with <b>others</b> to identify planned activities and resource needs.		
	2.3 Submit a business case to procure required resources.		
	2.4 Review and agree required resources with others.		
3. Be able to monitor and review the quality and use of resources in own area of responsibility.	3.1 Explain own accountability and responsibilities for: <ul style="list-style-type: none"> <li>• maintaining resources</li> <li>• reviewing resources.</li> </ul>		
	3.2 Monitor the quality of resources against required specifications.		
	3.3 Analyse the effectiveness and efficiency of resource use.		
	3.4 Make recommendations to improve the effectiveness and efficiency of resource use.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	SCDLMCE5
Additional unit assessment requirements	This unit must be assessed in line with Skills for Care and Development Assessment Principles.  Learning outcomes 2 and 3 must be assessed in a real

	work environment.
Unit guidance	<p><b>Factors may include:</b></p> <ul style="list-style-type: none"> <li>• cost-effectiveness and value for money</li> <li>• organisational priorities</li> <li>• quality of product</li> <li>• environmental considerations</li> <li>• business growth</li> <li>• legislative requirements</li> <li>• reducing waste</li> <li>• duplication and fragmentation</li> <li>• evidence-based practice</li> <li>• safe and effective care</li> <li>• developments in technology and advances in practice and work patterns.</li> </ul> <p><b>Relationship may include:</b></p> <ul style="list-style-type: none"> <li>• transformation of services and change</li> <li>• quality of service</li> <li>• value for money</li> <li>• customer satisfaction</li> <li>• financial governance.</li> </ul> <p><b>Others may include:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC L 11**

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

Assessor name:

Signature:

Date:

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

**HSC L 14: Lead an effective team**

<b>Unit reference</b>	R/616/6388	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	25
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead an effective team.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand team working.	1.1 Describe the <b>purpose</b> of team working.		
	1.2 Summarise theoretical models of team development.		
	1.3 Explain <b>principles</b> of team working.		
	1.4 Explain how the values of an organisation impact team working.		
	1.5 Explain how team working impacts: <ul style="list-style-type: none"> <li>• <b>individuals</b></li> <li>• team members</li> <li>• organisation.</li> </ul>		
2. Be able to lead a team effectively.	2.1 Describe methods to engage and support team members.		
	2.2 Work with <b>others</b> to develop team goals and objectives.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3 Identify roles, responsibilities and professional boundaries of: <ul style="list-style-type: none"> <li>• self</li> <li>• team members.</li> </ul> 2.4 Support team members to complete work activities towards team goals and objectives.                     2.5 Provide and receive constructive feedback.                     2.6 Seek support and advice from others.		
3. Be able to review the effectiveness of team working.	3.1 Reflect on own performance in working as part of a team.                     3.2 Review team performance in achieving or working towards goals and objectives.                     3.3 Contribute to the development of continuous improvement within the team.		

<b>Additional information about the unit:</b>	
Relationship to National Occupational Standards (NOS)	<p>SCD CCLD 0338 – Develop productive working relationships with others.</p> <p>SCD HSC 3121 – Promote the effectiveness of teams.</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>
Unit guidance	<p><b>Purpose</b> may include:</p> <ul style="list-style-type: none"> <li>• development of trust</li> <li>• accountability</li> <li>• duty of care</li> <li>• meeting organisational, team and personal objectives</li> <li>• safe and effective working practices</li> <li>• staff support and development.</li> </ul> <p><b>Principles</b> may include:</p> <ul style="list-style-type: none"> <li>• clear and shared objectives</li> <li>• clearly defined roles, responsibilities and expectations</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• effective communication</li> <li>• conflict resolution</li> <li>• performance management</li> <li>• inclusive and consultative</li> <li>• innovation and creativity</li> <li>• balance of knowledge, skills and attributes.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC L 14**

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

Assessor name:

Signature:

Date:

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



**Apprenticeship mapping**

<b>DAC3A COMMUNICATION</b> Unit DAC3A1 Promote communication in care settings Unit DAC3A2 Promote effective handling of information in care settings	
<b>Apprenticeship Standard</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>C. The importance of communication</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>C. Communicate clearly and responsibly</li> </ul>
<b>DAC3B PERSONAL DEVELOPMENT</b> Unit DAC3B1 Promote personal development in care settings	
<b>Apprenticeship Standard</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>A. The job they have to do, their main tasks and responsibilities</li> <li>F. How to work professionally, including their own professional development of those they support and work colleagues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>A. The main tasks and responsibilities according to their job role</li> <li>F. Work professionally and seek to develop their own professional development</li> </ul>
<b>DAC3C VALUES AND BEHAVIOURS</b> Unit DAC3C1: Promote person-centred approaches in care settings Unit DAC3C2 Promote equality and inclusion in care settings	
<b>Apprenticeship Standard</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>A. The job they have to do, their main tasks and responsibilities</li> <li>B. The importance of having the right values and behaviours</li> <li>E. How to champion health and well-being for the individuals they support and work colleagues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>A. The main tasks and responsibilities according to their job role</li> <li>B. Treat people with respect and dignity and honour their human rights</li> <li>E. Champion health and well-being for the individuals they support</li> </ul>

<p><b>DAC3D HEALTH AND WELL-BEING</b> Unit DAC3D1 Promote health, safety and well-being in care settings</p>	
<p><b>Apprenticeship Standard</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>A. The job they have to do, their main tasks and responsibilities</li> <li>D. How to support individuals to remain safe from harm (safeguarding)</li> <li>E. How to champion health and well-being for the individuals they support and work colleagues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>A. The main tasks and responsibilities according to their job role</li> <li>D. Support individuals to remain safe from harm (safeguarding)</li> <li>E. Champion health and well-being for the individuals they support</li> </ul>
<p><b>DAC3E RESPONSIBILITIES</b> Unit DAC3E1 Responsibilities of a care worker Unit DAC3E2 Duty of care</p>	
<p><b>Apprenticeship Standard</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>A. The job they have to do, their main tasks and responsibilities</li> <li>D. How to support individuals to remain safe from harm (safeguarding)</li> <li>E. How to champion health and well-being for the individuals they support and work colleagues</li> <li>F. How to work professionally, including their own professional development of those they support and work colleagues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>A. The main tasks and responsibilities according to their job role</li> <li>D. Support individuals to remain safe from harm (safeguarding)</li> <li>E. Champion health and well-being for the individuals they support</li> <li>F. Work professionally and seek to develop their own professional development</li> </ul>
<p><b>DAC3F SAFEGUARDING</b> Unit DAC3F1 Promote safeguarding and protection in care settings</p>	
<p><b>Apprenticeship Standard</b></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>D. How to support individuals to remain safe from harm (safeguarding)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>D. Support individuals to remain safe from harm (safeguarding)</li> </ul>

**Section 4: Assessment and quality assurance information****Recommended assessment methods**

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### 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 are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the CACHE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Care and Development Assessment Principles

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Skills for Health Assessment Principles

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

### Staffing requirements

Centres delivering any of our 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.

### Assessment Strategy

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

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## Section 5: Documents and resources

### Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

The following documents are available on the NCFE and are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Health Assessment Principles
- Skills for Care and Development Assessment Principles.

### Resources

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



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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 Diploma in Adult Care 603/2618/9

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