

**NCFE CACHE Level 2 Technical Occupational  
Entry in Healthcare Support (Diploma)**

QN: 610/4528/7

**NCFE CACHE Level 2 Extended Technical  
Occupational Entry in Healthcare Support  
(Diploma)**

QN: 610/4529/9



# Qualification Specification



## Qualification summary: diploma

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma)</b>
<b>Ofqual qualification number (QN)</b>	610/4528/7
<b>Guided learning hours (GLH)</b>	332 (includes 30 placement hours)
<b>Total qualification time (TQT)</b>	457
<b>Credit value</b>	46
<b>Nested suite</b>	<p>This qualification is part of a nested suite, including the following qualifications:</p> <ul style="list-style-type: none"> <li>NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma) (610/2428/7)</li> <li>NCFE CACHE Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma) (610/4529/9)</li> </ul>
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to provide learners with the knowledge, understanding and skills required to develop competence as a healthcare support worker in a range of healthcare support settings.</p> <p>The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of specialist areas to tailor the qualification to their needs and interests and to reflect the context of their work.</p> <p>The qualification will provide employers with reliable evidence of a learner's attainment against occupational standard knowledge, skills and behaviours (KSBs) which form the minimum requirements for entry into the occupation. The content of this qualification aligns with the KSBs required for the Healthcare Support Worker occupational standard.</p> <p>The qualification is designed to form an engaging, flexible and (typically) core element of a 16-19/adult learner's course of study.</p>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	<p>All units are internally assessed through a portfolio of evidence.</p> <p>A range of sample assessment materials (SAMs) have been developed and should be used as examples to guide centres to:</p> <ul style="list-style-type: none"> <li>directly target and assess all of the learning outcomes and assessment criteria within the mandatory units to demonstrate underpinning knowledge and skills</li> <li>holistically assess the learning outcomes and assessment criteria attributed to the chosen optional pathway, where applicable</li> </ul>



<b>Work/industry placement experience</b>	Learners are encouraged to attend work placement in order to support their learning. We recommend at least 30 hours of placement in a Real Work Environment.
<b>Occupational standards</b>	<p>This qualification is mapped against the following occupational standard:</p> <ul style="list-style-type: none"><li>• ST0216: Healthcare Support Worker Level 2 Version 1.1</li></ul> <p>A mapping document is available on the qualification's page on the NCFE website.</p>
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4528/7.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



## Qualification summary: extended diploma

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma)</b>
<b>Ofqual qualification number (QN)</b>	610/4529/9
<b>Guided learning hours (GLH)</b>	385 (includes 30 placement hours)
<b>Total qualification time (TQT)</b>	525
<b>Credit value</b>	53
<b>Nested suite</b>	<p>This qualification is part of a nested suite, including the following qualifications:</p> <ul style="list-style-type: none"> <li>NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma) (610/2428/7)</li> <li>NCFE CACHE Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma) (610/4529/9)</li> </ul>
<b>Minimum age</b>	16
<b>Qualification purpose</b>	<p>This qualification is designed to provide learners with the knowledge, understanding and skills required to develop competence as a healthcare support worker in a range of healthcare support settings. It also provides introductory sector knowledge of professional practice and transferable employability skills to support wider contextual understanding of the healthcare sector.</p> <p>The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of specialist areas to tailor the qualification to their needs and interests and to reflect the context of their work.</p> <p>The qualification will provide employers with reliable evidence of a learner's attainment against occupational standard knowledge, skills and behaviours (KSBs) which form the minimum requirements for entry into the occupation. The content of this qualification aligns with the KSBs required for the Healthcare Support Worker occupational standard.</p> <p>The qualification is designed to form an engaging, flexible and (typically) core element of a 16-19/adult learner's course of study.</p>
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	<p>All units are internally assessed through a portfolio of evidence.</p> <p>A range of sample assessment materials (SAMs) have been developed and should be used as examples to guide centres to:</p> <ul style="list-style-type: none"> <li>directly target and assess all of the learning outcomes and assessment criteria within the mandatory units to demonstrate underpinning knowledge and skills</li> </ul>



	<ul style="list-style-type: none"> <li>holistically assess the learning outcomes and assessment criteria attributed to the chosen optional pathway, where applicable</li> </ul>
<b>Work/industry placement experience</b>	Learners are encouraged to attend work placement in order to support their learning. We recommend at least 30 hours of placement in a Real Work Environment.
<b>Occupational standards</b>	<p>This qualification is mapped against the following occupational standard:</p> <ul style="list-style-type: none"> <li>ST0216: Healthcare Support Worker Level 2 Version 1.1</li> </ul> <p>A mapping document is available on the qualification's page on the NCFE website.</p>
<b>UCAS</b>	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 610/4529/9.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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## Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

These qualifications aim to:

- focus on the study of healthcare support
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

In addition to the aims above, the Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma) aims to:

- provide learners with introductory sector knowledge to support wider contextual understanding of the healthcare sector
- provide learners with transferrable employability skills

The objectives of these qualifications are to:

- provide learners with the knowledge, understanding and skills required to work in a range of healthcare support settings
- support progression to employment and/or further study

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

These qualifications are designed for learners aged 16-19 and adults who wish to work or are already working in healthcare settings in England, such as in a hospital, as part of a community team, in a day-case unit, birthing centre, individual's homes, operating theatres, nursing or care homes, hospices and in general practice.

They may also be useful to learners studying qualifications in health and social care or a related subject area. The units within these qualifications can also be a basis for continuing professional development in the learner's chosen field.



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

There are no specific prior skills/knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a level 1 qualification in a related subject area.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving these qualifications

### Diploma

#### Level 2 Technical Occupational Entry in Healthcare Support (Diploma)

To be awarded this qualification, learners are required to successfully achieve a **minimum of 46 credits**. Learners must achieve **34 credits** from the 13 mandatory units and **12 credits** from the 63 optional units.

### Extended diploma

#### Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma)

To be awarded this qualification, learners are required to successfully achieve a **minimum of 53 credits**. Learners must achieve **41 credits** from the 16 mandatory units and **12 credits** from the 65 optional units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Barred unit combinations

These qualifications contain barred units. These will be identified in the Delivery and assessment guidance sections at the end of each applicable unit and in a table in Appendix A.

## Categories within these qualifications

To support learner progression and unit selection, we have grouped the optional units in appendix A into the following categories:

- Employability Skills
- Adult Nursing Support
- Mental Health Support



- Allied Health Profession Therapy Support

For each optional unit group, we have also included a list of recommended units which will support full alignment to the Knowledge, Skills and Behaviours (KSB's) of the Healthcare Support Worker occupational standard.

NCFE has not specified which units learners must take for each optional unit group and the rules of combination allow for optional units to be selected by the learner across different optional unit 'groups'. This is to allow for an introduction to the different specialisms within the sector and a 'taster' of the different specialisms they would be able to select if progressing on to further education at Level 3.

Learners are issued with a transcript of the units they have successfully completed at certification. This document can be used to support employers' understanding of what a learner has achieved.

## **Age ranges covered by the qualification**

These qualifications cover an age range from neonates to adults, including infants, and children and young people.

## **Progression**

Learners who achieve these qualifications could progress to the following:

- employment:
  - healthcare support worker
  - healthcare assistant
  - mental health support worker
  - nursing assistant
- further education

## **Resource requirements**

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## **Realistic work environment (RWE) requirement/recommendation**

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

**The work situation being represented is relevant to the competence requirements being assessed:**



- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

**The learner's work activities reflect those found in the work environment being represented, for example:**

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

## **Work/industry placement experience**

It is recommended for these qualifications that learners complete work/industry placement experience throughout the duration of the qualification, before certification.

**Level 2 Technical Occupational Entry in Healthcare Support (Diploma):** The recommended number of placement hours for this qualification is 30 hours.

**Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma):** The recommended number of placement hours for this qualification is 30 hours (this may include the 30 hours completed during the diploma).

## **How the qualifications are assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component/components:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain either the Level 2 Technical Occupational Entry in Healthcare Support (Diploma) or the Level 2 Extended Technical Occupational Entry in Healthcare Support (Diploma).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.



Unless otherwise stated in this specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

## Internal assessment

We have created some sample tasks for the mandatory internally assessed units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some LOs for mandatory units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

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

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in section 3.

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## Mandatory units

### DC1 Communication in healthcare settings (T/651/2499)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand why communication is important in the <b>work setting</b>	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of the healthcare support worker's role 1.3 Explain why it is important to observe an <b>individual's</b> reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and <b>preferences</b> 2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information, support and <b>services</b> to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality

Range
<b>1. Understand why communication is important in the work setting</b> <b>1. Work setting:</b> May include one specific location or a range of locations, depending on the context of a particular work role. <b>1.3 Individual:</b>



Range	
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.	
<b>2. Be able to meet the communication and language needs, wishes and preferences of individuals</b>	
<b>2.1 Preferences</b> may be based on: <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> </ul>	
<b>2.2 Communication methods</b> may include: <ul style="list-style-type: none"> <li>• non-verbal communication                         <ul style="list-style-type: none"> <li>○ eye contact</li> <li>○ touch</li> <li>○ physical gestures</li> <li>○ body language</li> <li>○ behaviour</li> </ul> </li> <li>• verbal communication                         <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ linguistic tone</li> <li>○ pitch</li> </ul> </li> <li>• technological aids</li> </ul>	
<b>3. Be able to reduce barriers to communication</b>	
<b>3.4 Services</b> may include: <ul style="list-style-type: none"> <li>• translation services</li> <li>• interpreting services</li> <li>• speech and language services</li> <li>• advocacy services</li> </ul>	
<b>4. Be able to apply principles and practices relating to confidentiality at work</b>	
<b>4.2 Agreed ways of working</b> will include policies and procedures where these exist.	
Delivery and assessment guidance	
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.	
Simulation can be utilised as an assessment method for competence-based learning outcomes.	
Relationship to National Occupational Standards (NOS):	
<ul style="list-style-type: none"> <li>• SCDHSC0031</li> </ul>	



## DC2 Handle information in healthcare settings (H/651/2500)

Unit summary				
This unit covers the knowledge and skills to be able to handle information in care settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>1 credit</b>	<b>10 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the need for secure handling of information in healthcare settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in <b>healthcare settings</b>
	1.2 Explain why it is important to have secure systems for recording and storing information in a healthcare setting
	1.3 Describe how to ensure data and cyber security is maintained in healthcare services when using: <ul style="list-style-type: none"> <li>• electronic information systems</li> <li>• manual systems</li> </ul>
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information
	2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible
	3.2 Follow <b>agreed ways of working</b> for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information</li> </ul>

Range
1. Understand the need for secure handling of information in healthcare settings
<b>1.1 Healthcare settings</b> could include adult and children and young people's healthcare settings.
3. Be able to handle information in accordance with agreed ways of working
<b>3.2 Agreed ways of working</b> will include policies and procedures and safe use of technology.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.
Simulation can be utilised as an assessment method for competence-based learning outcomes.
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> <li>• SCDHSC0031</li> </ul>



## DC3 Personal development in healthcare settings (J/651/2501)

Unit summary				
This unit introduces the concepts of personal development and reflective practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>23 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is required for competence in the healthcare support worker's role	1.1 Describe the duties and responsibilities of the healthcare support worker's role
	1.2 Identify <b>standards</b> , regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role
	1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
	2.2 Assess how well own knowledge, skills and understanding meet standards
	2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a personal development plan	3.1 Identify <b>sources of support</b> and how they can be used for own learning and development
	3.2 Describe the process for agreeing a <b>personal development plan</b> and <b>who should be involved</b>
	3.3 Contribute and agree to own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Describe how a learning activity has improved own knowledge, skills and understanding
	4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding
	4.3 Explain the importance of <b>continuing professional development</b>
	4.4 Describe how feedback from <b>others</b> has developed own knowledge, skills and understanding
	4.5 Demonstrate how to record progress in relation to personal development

Range
1. Understand what is required for competence in the healthcare support worker's role
1.2 <b>Standards</b> could include:
<ul style="list-style-type: none"> <li>Care Certificate Standards</li> <li>codes of conduct and practice</li> <li>regulations</li> <li>minimum standards</li> <li>National Occupational Standards</li> </ul>
3. Be able to agree a personal development plan
3.1 <b>Sources of support</b> may include:



### Range

- formal support
- informal support
- supervision
- appraisal
- within the organization
- beyond the organization

### 3.2 Personal development plan:

May have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

### 3.2 Who should be involved could include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

### 4. Be able to develop own knowledge, skills and understanding

### 4.3 Continuing professional development (CPD):

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.

### 4.4 Others may include:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0023
- SFHGEN12
- SFHGEN13



## DC4 Implement person-centred approaches in healthcare settings (K/651/2502)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>5 credits</b>	<b>39 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand person-centred approaches for care and support	1.1 Define <b>person-centred values</b>
	1.2 Explain why it is important to work in a way that embeds person-centred values
	1.3 Explain why risk-taking can be part of a person-centred approach
	1.4 Explain how using an <b>individual's care plan</b> contributes to working in a person-centred way
2. Be able to work in a person-centred way	2.1 Find out the history, <b>preferences</b> , wishes and needs of the individual
	2.2 Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual
3. Be able to establish informed consent when providing care or support	3.1 Explain the importance of establishing <b>informed consent</b> when providing care or support
	3.2 Establish informed consent for an activity or action
	3.3 Explain what steps to take if informed consent cannot be readily established
4. Be able to encourage active participation	4.1 Describe how <b>active participation</b> benefits an individual
	4.2 Identify possible barriers to active participation
	4.3 Demonstrate ways to reduce the barriers and encourage 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 agreed risk-assessment processes to support the right to make choices
	5.3 Explain why a worker's personal views should not influence an individual's choices
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others





Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to support the individual's wellbeing	6.1 Explain how an individual's identity and self-esteem are linked with <b>wellbeing</b>
	6.2 Describe attitudes and approaches that are likely to promote an individual's wellbeing
	6.3 Support an individual in a way that promotes a sense of identity and self-esteem
	6.4 Demonstrate ways to contribute to an environment that promotes wellbeing
	6.5 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort
	6.6 Recognise and respond to changes in physical and mental health
	6.7 Explain the importance of good nutrition and hydration
	6.8 Assist the <b>appropriate practitioner</b> in encouraging individuals to take or use their <b>prescribed medication</b>

Range
<p><b>1. Understand person-centred approaches for care and support</b></p> <p><b>1.1 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>• care</li> <li>• compassion</li> <li>• courage</li> <li>• communication</li> <li>• competence</li> <li>• partnership</li> </ul> <p><b>1.4 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.4 Care plan:</b></p> <p>May be known by other names, for example, support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>2. Be able to work in a person-centred way</b></p> <p><b>2.1 Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> </ul>



Range
<ul style="list-style-type: none"> <li>• culture</li> </ul>
<b>3. Be able to establish informed consent when providing care or support</b>
<b>3.1 Informed consent:</b>  Refers to an individual providing their verbal agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity', limited capacity and age of individual, for example, a child).
<b>4. Be able to encourage active participation</b>
<b>4.1 Active participation:</b>  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.
<b>6. Be able to support the individual's wellbeing</b>
<b>6.1 Wellbeing</b> may include aspects that are: <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> <b>6.8 Appropriate practitioner:</b>  Within the workplace this would be the registered practitioner.
<b>6.8 Prescribed medication:</b>  Additional training in the administration of medication is an essential pre-requisite for those who will be undertaking any responsibilities in relation to medication.
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Simulation can be utilised as an assessment method for competence-based learning outcomes.  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>• SCDHSC0024</li> <li>• SCDHSC0026</li> <li>• SCDHSC0234</li> <li>• SFHGEN12</li> </ul>



## DC5 Equality and inclusion in healthcare settings (L/651/2503)

Unit summary				
This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>17 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of 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>• belonging</li> <li>• discrimination</li> </ul>
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the <b>work setting</b>
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to the healthcare support worker's role
	2.2 Show interaction with <b>individuals</b> that respects their protected characteristics
	2.3 Describe how to challenge discrimination in a way that encourages change
3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
	3.2 Describe how to access information, advice and support about diversity, equality and inclusion
	3.3 Identify when to access information, advice and support about diversity, equality and inclusion

Range
1. Understand the importance of equality and inclusion
<b>1.2 Work setting:</b>  May include one specific location or a range of locations, depending on the context of a particular work role.
2. Be able to work in an inclusive way
<b>2.2 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.



### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0024

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## DC6 Health, safety and wellbeing in healthcare settings ()

M/651/2504

Unit summary				
The aim of this unit is to prepare the learner for the principles of health and safety within healthcare settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the healthcare support worker's responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a healthcare work setting
	1.2 Outline the main points of the health and safety <b>policies and procedures</b> agreed with the employer
	1.3 Outline the main <b>health and safety</b> 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 <b>tasks</b> relating to health and safety that should not be carried out without special training
	1.5 Explain how to access additional support and information relating to health and safety
2. Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities
	2.2 Explain how and when to report potential health and safety risks that have been identified
	2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illnesses that may occur in healthcare settings
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur
4. Be able to move and handle individuals, equipment and objects safely	4.1 Identify legislation that relates to moving and handling
	4.2 Explain principles for moving and handling individuals, equipment and other objects safely
	4.3 Demonstrate how to move and handle individuals, equipment and objects safely
5. Know how to handle hazardous substances and materials.	5.1 Describe hazardous substances and materials that may be found in the work setting
	5.2 Explain safe practices for: <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>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand how to promote fire safety in the work setting	6.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>starting</li> <li>spreading</li> </ul> 6.2 Describe emergency procedures to be followed in the event of a fire in the work setting 6.3 Explain the importance of maintaining clear evacuation routes at all times
7. Be able to implement security measures in the work setting	7.1 Use <b>agreed ways of working</b> for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>premises</li> <li>information</li> </ul> 7.2 Implement measures to protect own security and the security of others in the work setting 7.3 Explain the importance of ensuring that others are aware of own whereabouts
8. Know how to manage own stress	8.1 Identify common signs and indicators of <b>stress</b> in self and others 8.2 Identify circumstances and factors that tend to trigger stress in self and others 8.3 Describe ways to manage stress and how to access <b>sources of support</b>
9. Be able to work as part of a multi-disciplinary team to promote access to fluids and nutrition in line with an individual's care plan	9.1 Explain the principles of nutrition and hydration 9.2 Work as part of a multi-disciplinary team to promote optimal fluid intake and nutrition

Range
1. Understand the healthcare support worker's responsibilities, and the responsibilities of others, relating to health and safety in the work setting <b>1.2 Policies and procedures:</b> May include other agreed ways of working as well as formal policies and procedures. <b>1.3 Health and safety:</b> Could be in relation to the safety of yourself, your colleagues or the people you support. <b>1.3 Others</b> may include: <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> <b>1.3 Work setting:</b>





### Range

May include one specific location or a range of locations, depending on the context of a particular work role.

**1.4 Tasks** that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- healthcare procedures
- food handling and preparation

**7.** Be able to implement security measures in the work setting

**7.1 Agreed ways of working:**

Will include policies and procedures where these exist, for example, standard operating procedures (SOPs).

**8.** Know how to manage own stress

**8.1 Stress:**

Can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

**8.3 Sources of support** may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0022



## DCHS7 Responsibilities of a healthcare support worker (R/651/2505)

Unit summary				
This unit is applicable to a wide range of healthcare 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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand working relationships in healthcare settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in <b>healthcare 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 <b>scope of the job role</b> 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 <b>quality assurance processes</b> to promote positive experiences for <b>individuals</b> receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to <b>work in partnership with others</b> 3.2 Demonstrate ways of working in partnership with others to support with enquiries, appointments and referrals 3.3 Demonstrate ways of working that can help improve partnership working 3.4 Identify skills and approaches needed for resolving conflicts 3.5 Access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>

Range
1. Understand working relationships in healthcare settings
1.2 <b>Healthcare settings:</b>  For example, adult, children and young people's health settings and adult care settings.
2. Be able to work in ways that are agreed with the employer
2.1 <b>Scope of the job role:</b>  Refers to the range of activities that may be performed and the limitations of the healthcare support worker job role. Examples of activities within scope of the job role include supporting with enquiries, raising concerns and reporting incidents. Examples of activities outside the scope of the job role include making referrals, signposting, discharging individuals and prescribing medication.
2.2 <b>Agreed ways of working</b> includes adhering to: <ul style="list-style-type: none"> <li>• policies and procedures</li> <li>• codes of conduct</li> </ul>



### Range

- legislation
- standards

**2.4 Quality assurance processes** for example, audit, data collection.

#### 2.4 Individuals:

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

### 3. Be able to work in partnership with others

**3.1 Work in partnership** includes multi-disciplinary and multi-agency working.

#### 3.1 Others could include:

- team members
- other colleagues
- line manager
- other professionals
- those who use or commission their own health or social care services
- families, carers and advocates
- outside services and organisations
- those with power of attorney
- others who are important to the individual's wellbeing

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0023
- SCDHSC0024



## DC8 Duty of care (T/651/2506)

Unit summary				
This unit covers the knowledge required to understand duty of care and the healthcare support worker's role in this.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>1 credit</b>	<b>7 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how duty of care relates to duty of <b>candour</b>
	1.3 Describe how the duty of care affects the healthcare support worker's role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an <b>individual's</b> rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe the process to follow when responding to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

Range
1. Understand the implications of duty of care
<b>1.2 Candour:</b>
Being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.
2. Understand support available for addressing dilemmas that may arise about duty of care
<b>2.1 Individual:</b>
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.
Simulation can be utilised as an assessment method for competence-based learning outcomes.
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> <li>SCDHSC0024</li> </ul>



## DCHS9 Safeguarding and protection in healthcare settings (Y/651/2507)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It covers the important area of safeguarding individuals from abuse and 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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>26 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of safeguarding	1.1 Explain the term 'safeguarding'
	1.2 Explain the healthcare support worker's 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/organisational abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul>
	1.4 Describe harm
	1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and 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/ psychological 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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
3. Understand actions to take when signs of abuse are identified	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 when to seek support in situations beyond your experience and expertise
	3.4 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
	4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	4.3 Identify factors that have featured in reports into serious cases of abuse and neglect
	4.4 Identify sources of information and advice about the healthcare support worker's role in safeguarding and protecting individuals from abuse, including <b>whistleblowing</b>
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
6. Understand how to recognise and report unsafe practices	6.1 Describe <b>unsafe practices</b> that may affect the <b>wellbeing</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 the following: <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>
	7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices



Range
<b>1. Understand principles of safeguarding</b>
<b>1.3 Domestic abuse:</b>  Should include acts of control and coercion. Domestic Abuse Act 2021 (received royal ascent April 2021) is a key piece of legislation relating to safeguarding, that practitioners working with adults and children will need to be aware of. It is a new piece of legislation and not all of the sections are active yet.
<b>2. Know how to recognise signs of abuse</b>
<b>2.2 Factors</b> may include: <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual</li> </ul> <b>2.2 Individual:</b>  Will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.
<b>3. Understand actions to take when signs of abuse are identified</b>
<b>3.1 The actions to take:</b>  Constitute the learner's responsibilities in responding to allegations or suspicions of abuse.  They include actions to take if the allegation or suspicion implicates: <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others</li> </ul>
<b>4. Understand the national and local context of safeguarding and protection from abuse</b>
<b>4.1 Local systems</b> may include: <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality</li> </ul> <b>4.4 Whistleblowing</b>  A whistleblower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.
<b>5. Understand ways to reduce the likelihood of abuse</b>
<b>5.1 Person-centred values</b> include: <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> </ul>





### Range

- partnership
- care
- compassion
- courage
- communication
- competence

#### 5.1 Active participation:

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

#### 6. Understand how to recognise and report unsafe practices

##### 6.1 Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

##### 6.1 Wellbeing may include aspects that are:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0024
- SCDHSC0035



## DHS 10 The principles of infection prevention and control (A/651/2508)



Unit summary				
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 personal protective equipment (PPE) correctly and the importance of good personal hygiene.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
	1.3 Explain what is meant by systemic infection and localised infection
	1.4 Identify how one's own health or hygiene might pose a risk to the individuals they support or work with
	1.5 Explain what is meant by the term healthcare associated infections (HCAI)
2. Understand the chain of infection	2.1 Describe what is meant by the chain of infection
	2.2 Explain the conditions needed for the growth of micro-organisms
	2.3 Identify the five main routes of transmission of micro-organisms
	2.4 Explain the ways an infective agent might enter the body
	2.5 Identify common sources of infection
	2.6 Explain how infective agents can be transmitted to a person
	2.7 Identify the key factors that make it more likely that infection will occur
	2.8 Explain how vaccines can prevent or reduce infection
3. Understand antimicrobial resistance (AMR)	3.1 Describe the term antimicrobial resistance
	3.2 Identify the factors that contribute to AMR
4. Understand the healthcare support worker's and others' roles and responsibilities in the prevention and control of infections	4.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection
	4.2 Explain employers' responsibilities in relation to the prevention and control of infection
5. Understand legislation and policies relating to prevention and control of infections	5.1 Outline current legislation and <b>regulatory body standards</b> that are relevant to the prevention and control of infection
	5.2 Identify local policies relevant to the prevention and control of infection



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
6. Understand systems and procedures relating to the prevention and control of infections	6.1 Describe procedures and systems relevant to the prevention and control of infection
	6.2 Explain how to report issues relating to infection prevention and control
7. Understand the importance of risk assessment in relation to the prevention and control of infections	7.1 Define the term 'risk'
	7.2 Describe the process of carrying out a risk assessment
	7.3 Explain the importance of carrying out a risk assessment
8. Understand the importance of using PPE in the prevention and control of infections	8.1 Explain the correct use of PPE
	8.2 Identify different types of PPE
	8.3 Explain the reasons for use of PPE
	8.4 State current relevant regulations and legislation relating to PPE
	8.5 Describe employees' responsibilities regarding the use of PPE
	8.6 Describe the correct procedure for disposal of used PPE
9. Understand the importance of good personal hygiene in the prevention and control of infections	9.1 Describe the key principles of good personal hygiene
	9.2 Explain correct handwashing technique
	9.3 Explain when and why handwashing should be carried out

### Range

**5. Understand legislation and policies relating to prevention and control of infections**

#### **5.1 Regulatory body standards:**

Are established to set a national benchmark and to ensure organisations' consistent compliance with them.

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHIPC1



## DHS 12 Cleaning, decontamination and waste management (D/651/2509)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning
	1.2 Explain the purpose of cleaning schedules
	1.3 Describe how the correct management of the environment minimises the spread of infection
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment
	1.5 Explain why the work environment must be visibly clean
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process
	2.2 Describe how and when cleaning agents are used
	2.3 Describe how and when disinfecting agents are used
	2.4 Explain the role of personal protective equipment (PPE) during the decontamination process
	2.5 Explain the concept of risk in dealing with specific types of contamination
	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate
	2.7 Describe how equipment should be cleaned and stored
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks
	3.2 Explain how to dispose of the different types of waste safely and without risk to others
	3.3 Explain how waste should be stored prior to collection
	3.4 Explain how to use waste disposal equipment correctly
	3.5 Identify the legal responsibilities in relation to waste management
	3.6 State how to reduce the risk of sharps injury
4. Be able to undertake the decontamination process	4.1 Select the appropriate cleaning and disinfecting agents
	4.2 Select the appropriate PPE
	4.3 Clean and decontaminate equipment
	4.4 Store equipment safely
	4.5 Dispose of waste safely
	4.6 Store waste prior to collection



### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHIPC3

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## DHS 13 Understand mental health conditions (J/651/2510)

Unit summary				
This unit aims to provide the learner with knowledge of the main types of mental health conditions and the classification systems used to diagnose these. The focus of the unit is on understanding the different ways in which mental illness may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>14 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the types of mental health conditions	1.1 Describe the main <b>types</b> of mental health conditions 1.2 Identify the different classification systems used to diagnose mental health conditions
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain the <b>effects</b> that experiencing mental ill health may have on an <b>individual</b> 2.2 Explain the effects mental ill health may have on an individual's family, friends and work colleagues 2.3 Outline how stereotyping can affect individuals with mental ill health
3. Understand the legal context of mental ill health	3.1 Identify relevant legislation in relation to mental ill health 3.2 Outline the implications in legislation for the provision of care to an individual with a mental health condition 3.3 Outline legal provisions for individuals who are unable to make decisions for themselves due to mental ill health 3.4 Outline legal issues around confidentiality and data protection in relation to individuals with mental health conditions
4. Understand how to recognise and respond to deterioration in an individual's overall health and wellbeing	4.1 Identify indicators that an individual's physical health, mental health and wellbeing is deteriorating 4.2 Describe the process for recording and reporting observations that an individual's physical health, mental health and wellbeing is deteriorating 4.3 Explain how to respond to deteriorations in an individual's physical health, mental health and wellbeing
5. Understand how to recognise and respond to limitations in an individual's mental capacity	5.1 Explain the meaning of capacity relating to mental health 5.2 Describe how to recognise limitations in an individual's mental capacity 5.3 Identify limitations in an individual's mental capacity 5.4 Explain how to respond to limitations in an individual's mental capacity
6. Understand how to identify situations of risk to individuals with mental ill health and to self and others	6.1 Describe how to identify situations of risk to: <ul style="list-style-type: none"> <li>• individuals with mental ill health</li> <li>• self</li> <li>• others</li> </ul> 6.2 Explain how to seek support where a situation of risk is identified



### Range

#### 1. Understand the types of mental health conditions

##### 1.1 Types include the following disorders:

- mood
- personality
- anxiety
- psychotic
- attachment
- eating
- cognitive

#### 2. Understand the impact of mental ill health on individuals and others in their social network

##### 2.1 Effects

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts

##### 2.1 Individual:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC3111





## AN 1 Undertake physiological measurements (K/651/2511)

Unit summary				
This unit is aimed at healthcare support workers involved in the taking and recording of physiological measurements as part of the individual's care plan.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• systolic and diastolic blood pressure</li> <li>• normal range</li> <li>• conditions of high or low blood pressure</li> <li>• how blood pressure is measured</li> </ul>
	2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> <li>• normal range</li> <li>• conditions that can affect ability to maintain body temperature</li> <li>• how body temperature is measured</li> </ul>
	2.3 Explain the principles of respiratory rate to include: <ul style="list-style-type: none"> <li>• what is respiration rate</li> <li>• normal range</li> <li>• factors affecting respiratory rate</li> <li>• how respiration rate is measured</li> </ul>
	2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> <li>• what is a pulse rate</li> <li>• normal range</li> <li>• factors affecting pulse rate</li> <li>• how pulse rate is measured</li> </ul>
	2.5 Explain the importance of undertaking physiological measurements
	2.6 Explain how physiological measurements may need to be adapted for the <b>individual</b>
3. Be able to prepare to support in taking physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Ensure all materials and equipment to be used are appropriately prepared
	3.3 Confirm the individual's identity and obtain <b>valid consent</b> before undertaking physiological measurements



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
4. Be able to support in taking physiological measurements	4.1 Apply standard measures for health and safety, infection prevention and control
	4.2 Select appropriate equipment to support in obtaining an accurate measurement
5. Be able to record and report results of physiological measurements	5.1 Explain the necessity of recording physiological measurements
	5.2 Explain common conditions that 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 using the correct documentation

<b>Range</b>
<b>2.</b> Understand the physiological states that can be measured
<b>2.6 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
<b>3.</b> Be able to prepare to support in taking physiological measurements
<b>3.3 Valid consent</b> must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Simulation can be utilised as an assessment method for competence-based learning outcomes.



## EDM 1 Principles of professional practice (A/651/2580)

Unit summary				
This unit provides an introduction to the professional role of the healthcare support worker. The unit is broad in coverage and the key features of role and responsibilities will be explored.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>18 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand role, responsibilities and expectations in healthcare settings	1.1 Outline the diverse range of occupations and their key features across healthcare settings
	1.2 Explain <b>requirements and expectations for employment</b> in a healthcare setting as a healthcare support worker
	1.3 Outline the role and responsibilities of two of the <b>registered practitioner</b> roles
	1.4 Describe support and supervision in a healthcare setting
2. Understand the importance of professional conduct in the role of the healthcare support worker	2.1 Describe potential consequences of not meeting requirements and expectations of employment in a healthcare setting
	2.2 Describe potential impact of own behaviour on others
3. Understand career opportunities in healthcare settings	3.1 Identify career opportunities in healthcare settings
4. Be able to plan for improved outcomes as a healthcare support worker	4.1 Undertake a knowledge and skills audit against the knowledge, skills and behaviours (KSBs) identified in the employer-led standard for the healthcare support worker to identify learning and development need
	4.2 Recognise when support is needed and describe <b>others</b> that can support the progress towards any identified need
	4.3 Summarise benefits of reflective practice for improved outcomes as a healthcare support worker
5. Understand sustainability in the context of healthcare settings	5.1 Define the term sustainability in the context of healthcare
	5.2 Outline examples of how sustainability can be achieved within healthcare settings



Range
<p><b>1.</b> Understand role, responsibilities and expectations in healthcare settings</p>
<p><b>1.2 Requirements and expectations for employment</b> (professional code of conduct):</p> <p>Qualifications, an awareness that healthcare support workers follow legislation, policy and procedures, dress code, respectfulness, time management, effective communication, continuing professional development (CPD), target monitoring and planning, professional partnerships and teamwork, reflective practice.</p> <p>This should include an overview of the employer-led KSBs from the healthcare support worker occupational standard.</p> <p><b>1.3 Registered practitioner</b> may include:</p> <ul style="list-style-type: none"> <li>• nurse practitioners</li> <li>• doctor</li> <li>• occupational therapist</li> <li>• physiotherapist</li> <li>• health visitor</li> <li>• dietician</li> </ul>
<p><b>4.</b> Be able to plan for improved outcomes as a healthcare support worker</p>
<p><b>4.2 Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• line manager</li> <li>• other professionals</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• others who are important to the individual's wellbeing</li> </ul>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>AC3.1 Useful resources for understanding career opportunities:</p> <ul style="list-style-type: none"> <li>• IFATE's Healthcare Support Worker occupational standard</li> </ul> <p>AC 5.2 Learners should provide 3 examples of how sustainability can be achieved within healthcare settings.</p>



## EDM 2 Working as part of a professional team (D/651/2581)

Unit summary				
This unit explores the significance of teamwork in healthcare settings. The unit will explore core skills that are integral to effective collaboration when working towards best practice for individuals and others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>20 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand effective teamwork in a healthcare setting	1.1 Explain key features of effective teamwork
	1.2 Use examples to describe the significance of <b>core skills</b> required when working as part of a professional team to achieve the best outcomes for individuals
	1.3 Identify potential challenges that may occur when working as part of a team
	1.4 Use examples to describe ways challenges occurring in team practice can be overcome
	1.5 Summarise <b>theoretical approaches</b> to teamwork practice
2. Understand partnership working	2.1 Identify professionals involved in the care and support of individuals in healthcare settings
	2.2 Explain benefits and challenges to effective partnerships with multi-organisational and external agencies
	2.3 Describe procedures for safe information sharing as part of a professional team
3. Understand communication for effective teamwork in healthcare settings	3.1 Identify <b>different methods of communication</b>
	3.2 Describe benefits of effective communication for positive teamwork practice
	3.3 Explain potential consequences of poor communication in a healthcare setting
4. Be able to apply skills required to establish and maintain collaborative relationships in a healthcare setting	4.1 Demonstrate the ability to participate effectively in a team: <ul style="list-style-type: none"> <li>• communicate effectively with colleagues</li> <li>• be respectful, open and receptive to colleagues' ideas and input</li> <li>• provide constructive support and feedback to colleagues as appropriate</li> <li>• perform agreed role and assigned tasks in a manner that ensures effective teamwork</li> </ul>
	4.2 Reflect on own performance and behaviour in the team to assess the impact this has on individuals and colleagues
	4.3 Adapt own behaviour within a team to ensure successful working relationships are established and maintained
	4.4 Demonstrate empathy skills with colleagues
	4.5 Demonstrate the ability to compromise to ensure team goals are achieved



### Range

**1.** Understand effective teamwork in a care setting

**1.2 Core skills** include:

Collaboration, problem solving, negotiation and compromise when working with others.

**1.5 Theoretical approaches** include:

Tuckman and Belbin.

**3.** Understand communication for effective teamwork in healthcare settings

**3.1 Different methods of communication** may include:

- written reports
- use of technology
- verbal
- non-verbal.

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.



## EDM 3 Preparing for employment in a healthcare setting (F/651/2582)

Unit summary				
This unit provides an opportunity to consider the skills and techniques required when preparing for employment in a healthcare setting. The unit will introduce the student to curriculum vitae writing, the application process and the interview experience.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>15 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to select suitable positions for employment in a healthcare setting	1.1 Identify suitable job positions in a healthcare setting
	1.2 Summarise knowledge and skills requirements of a suitable job position in a healthcare setting
	1.3 Carry out own knowledge and skills scan in relation to a suitable job position in a healthcare setting
	1.4 Outline opportunities to support your own progression within the healthcare sector
2. Be able to develop own curriculum vitae (CV)	2.1 Describe different layouts and formats that can be used to create a CV
	2.2 Create a CV using a preferred layout that is effective and fit for purpose
	2.3 Explain why the use of appropriate and accurate language is important on a CV
3. Be able to apply skills and techniques when applying for employment in a healthcare setting	3.1 List job vacancies from a <b>range of sources</b>
	3.2 Produce a <b>statement</b> to demonstrate own suitability for a position as a healthcare support worker
4. Be able to refine interview skills	4.1 Outline <b>ways</b> to prepare for an interview in a healthcare setting
	4.2 Participate in a mock interview
	4.3 Reflect on own performance in a mock interview making recommendations for improvements

Range
3. Be able to apply skills and techniques when applying for employment in a healthcare setting
3.1 <b>Range of sources</b> includes:
<ul style="list-style-type: none"> <li>magazine/journal/newspaper advertisements</li> <li>local/national job vacancy websites.</li> </ul>
3.1 <b>Statement:</b>
Sometimes referred to as a letter of application.
4. Be able to refine interview skills
4.1 <b>Ways</b> include:
<ul style="list-style-type: none"> <li>read through job description</li> </ul>





### Range

- manage time for travel arrangements
- consider expectations such as any hands-on practical sessions at the setting
- consider any dress code as appropriate.

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## Optional units

### EDO 4 Reflective and reflexive practice (J/651/2584)

Unit summary				
This unit explores the need for reflection for improved practice in a healthcare setting. The unit introduces reflexive and reflective practice for self-evaluation, target setting and action planning as part of continuing professional development (CPD).				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand reflexive and reflective practice for improved practice in a healthcare setting	1.1 Define the following terms: <ul style="list-style-type: none"> <li>• reflexive practice</li> <li>• reflective practice</li> <li>• continuing professional development (CPD)</li> </ul> 1.2 Describe how reflexive practice could be used to improve practice in a healthcare setting 1.3 Describe how innovation supports continuous improvement
2. Understand theoretical models of reflection	2.1 Summarise <b>theoretical models</b> of reflection
3. Understand how feedback from others can support self-evaluation as part of a reflexive and reflective process	3.1 Identify sources of feedback to improve practice in a healthcare setting 3.2 Outline potential benefits of feedback on performance for improved practice 3.3 Explain how personal improvement can be used to improve behaviour and performance for improved practice in a healthcare setting
4. Understand resilience	4.1 Define the term 'resilience' 4.2 Explain why it is important to maintain a positive attitude when working in a healthcare setting 4.3 Outline strategies to overcome setbacks and achieve goals
5. Be able to develop a professional development plan	5.1 Use feedback from <b>others</b> to inform self-evaluation to create a professional development plan 5.2 Create a needs-based action plan with clear <b>targets</b>

Range
2. Understand theoretical models of reflection
2.1 <b>Theoretical models</b> must include:
<ul style="list-style-type: none"> <li>• Gibbs reflective cycle</li> <li>• Boud, Keogh and Walker</li> </ul>
5. Be able to develop a professional development plan
5.1 <b>Others</b> include: peers, colleagues.



**Range**

**5.2 Targets:**

Learners to use SMART (Specific, Measurable, Achievable, Relevant, Time-bound) target setting.

**Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## EDO 5 Contribute to effective communication in healthcare settings (K/651/2585)

Unit summary				
This unit provides an overview of the importance of effective communication in a healthcare setting and its role in problem solving. The unit considers different methods of communication, challenges and barriers to exchanging information, as well as holding conversations that may be viewed as difficult, requiring sensitivity and empathy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand ways that individuals communicate	1.1 Explain the importance of active listening for effective communication
	1.2 Outline different <b>methods</b> of communication
	1.3 Describe reasons for selecting a specific method of communication
2. Understand benefits of effective communication in a healthcare setting	2.1 Explain how communication can support <b>best practice</b> in a healthcare setting
	2.2 Describe <b>ways to communicate</b> with individuals and others in a healthcare setting
	2.3 Summarise the role of communication in decision making
3. Understand challenges and barriers to communication	3.1 List potential challenges and barriers to communication
	3.2 Describe ways challenges and barriers can be overcome
4. Know about sensitive and empathetic conversations in a healthcare setting	4.1 Define the following terms in the context of communication in a healthcare setting: <ul style="list-style-type: none"> <li>• sensitive</li> <li>• empathetic</li> </ul>
	4.2 Outline <b>situations</b> that may lead to sensitive and empathetic conversations
5. Be able to apply the role of communication in problem solving	5.1 Identify a potential problem that may occur in a healthcare setting
	5.2 Outline <b>problem-solving strategies</b>
	5.3 Describe how to effectively share new ideas and concepts to solve problems
	5.4 Use an example to describe how effective communication may provide a potential solution to a problem
6. Be able to communicate in a healthcare setting	6.1 Contribute to discussions with <b>others</b> as part of a multi-disciplinary team
	6.2 Work collaboratively to select <b>appropriate formats</b> for written communication for different purposes



Range
1. Understand ways that individuals communicate
<b>1.2 Methods:</b> <ul style="list-style-type: none"> <li>spoken or verbal communication to include face-to-face, telephone, radio, television and other media. Tone of voice can sometimes give clues to mood or emotional state</li> <li>non-verbal communication to include use of body language/gestures</li> <li>written communication to include letters, emails, social media, books, magazines, newsletters and publications</li> <li>visual communication to include graphs and charts</li> </ul>
2. Understand benefits of effective communication in a healthcare setting
<b>2.1 Features of best practice</b> to include:  For collaborative teamwork, to negotiate, to maintain accurate and coherent records, to share information, to update records, for partnership working, to make decisions, to share and to solve problems, to resolve conflict, to build and maintain relationships.
<b>2.2 Ways to communicate</b> to include:  Verbal and non-verbal methods of communication including the role of technology when exchanging information.
4. Know about sensitive and empathetic conversations in a healthcare setting
<b>4.2 Situations</b> to include:  Discussing sensitive information
5. Be able to apply the role of communication in problem solving
<b>5.2 Problem-solving strategies</b> to include: <ul style="list-style-type: none"> <li>listening to the views of others</li> <li>seeking advice</li> <li>breaking down a problem</li> <li>reflecting on the situation – is this re-occurring?</li> <li>collaborating with others to development of a clear action plan, including tasks and timelines for implementing a chosen solution to a specific work-related problem</li> <li>sharing solutions</li> <li>learning from steps taken to avoid re-occurrence</li> </ul>
6. Be able to communicate in a healthcare setting
<b>6.1 Others</b> may include: <ul style="list-style-type: none"> <li>team members</li> <li>other colleagues</li> <li>line manager</li> <li>other professionals</li> <li>those who use or commission their own health or social care services</li> <li>families, carers and advocates</li> <li>outside services and organisations</li> <li>those with power of attorney</li> <li>others who are important to the individual's wellbeing</li> </ul>



**Range**

**6.2 Appropriate formats to include:**

Reports, records (accidents, incidents, observation).

**Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## DHS 14 Understand mental wellbeing and mental health promotion (L/651/2512)

Unit summary				
This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the different views on the nature of mental wellbeing, mental health, mental ill health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental wellbeing, mental health and mental ill health
	1.2 Explain the range of factors that may influence mental wellbeing, mental health and mental ill health across the <b>life span</b> , including: <ul style="list-style-type: none"> <li>• biological</li> <li>• socio-economic</li> <li>• psychological</li> <li>• emotional</li> <li>• physical health</li> </ul>
	1.3 Explain how <b>risk factors</b> and <b>protective factors</b> influence levels of resilience in <b>individuals</b> and groups in relation to mental wellbeing and mental health
2. Know how to implement an effective plan for promoting mental wellbeing and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health
	2.2 Explain how to support an individual in promoting their mental wellbeing and mental health
	2.3 Identify key points of a plan for supporting an individual in promoting their mental wellbeing and mental health
	2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community
	2.5 Evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community

Range
1. Understand the different views on the nature of mental wellbeing, mental health, mental ill health and the factors that may influence both across the life span
<b>1.2 Life span:</b>  Learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health.





### Range

**1.3 Risk factors** may include:

Inequalities and poor-quality social relationships.

**1.3 Protective factors** may include:

Socially valued roles, social support and contact.

**1.3 Individuals:**

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Relationship to National Occupational Standards (NOS):

- SFHMH14



## AHP 3 Contribute to monitoring the health of individuals affected by health conditions (M/651/2513)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the <b>health of individuals</b> affected by a health condition
	1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what <b>observations</b> have been agreed to monitor the health condition of an individual
	2.2 Confirm that <b>valid consent</b> has been obtained
	2.3 Explain how consent would be gained for individuals who do not have the capacity to consent
	2.4 Carry out required observations in ways that: <ul style="list-style-type: none"> <li>• respect the individual's dignity and privacy</li> <li>• reassure the individual and minimise any fears or concerns</li> </ul>
3. Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and wellbeing
	3.2 Record required indicators of an individual's condition in line with local policy and procedure
	3.3 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4. Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern
	4.2 Work with <b>others</b> to review information about changes in an individual's health
	4.3 Clarify own understanding about changes to requirements for monitoring
	4.4 Implement required changes to monitoring processes



Range	
<b>1. Understand monitoring of the health of individuals affected by health conditions</b>	
<b>1.1 Health</b> may include aspects that affect:	
<ul style="list-style-type: none"> <li>physical health</li> <li>psychological wellbeing</li> </ul>	
<b>1.1 Individuals:</b>	
Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.	
<b>2. Be able to carry out observations of the health of individuals affected by health conditions</b>	
<b>2.1 Observations</b> may include:	
<ul style="list-style-type: none"> <li>informal observations</li> <li>physical measurements</li> <li>other agreed ways of monitoring</li> </ul>	
<b>2.2 Valid consent</b> must be in line with agreed UK country definition and could include:	
<ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>	
<b>4. Be able to respond to changes in an individual's condition</b>	
<b>4.2 Others</b> may include:	
<ul style="list-style-type: none"> <li>team members</li> <li>other colleagues</li> <li>line manager</li> <li>other professionals</li> <li>those who use or commission their own health or social care services</li> <li>families, carers and advocates</li> <li>outside services and organisations</li> <li>those with power of attorney</li> <li>others who are important to the individual's wellbeing</li> </ul>	
Delivery and assessment guidance	
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.	
Simulation can be utilised as an assessment method for competence-based learning outcomes.	



## AHP 4 Principles of health promotion (R/651/2514)

Unit summary				
The aim of this unit is to allow learners to be able to describe the factors that influence health and behaviour change and to describe the role of effective communication in health promotion.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	13 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors that influence health	1.1 Define concepts of health and health promotion
	1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health
	1.3 Summarise national health policies and local initiatives related to health promotion
2. Understand behaviour change in health promotion	2.1 Identify <b>theories</b> of behaviour change
	2.2 Outline <b>factors</b> that influence behaviour change
	2.3 Describe barriers to change
3. Understand the role of effective communication in health promotion	3.1 Identify appropriate and inappropriate methods of communication
	3.2 Outline the range of health promotion <b>communication methods</b>
	3.3 Discuss the effectiveness of health promotion materials

Range
<b>2. Understand behaviour change in health promotion</b> <b>2.1 Theories</b> could include: <ul style="list-style-type: none"> <li>• social cognitive theory</li> <li>• theory of planned behaviour</li> <li>• transtheoretical model</li> </ul> <b>2.2 Factors</b> could include: <ul style="list-style-type: none"> <li>• threat</li> <li>• fear</li> <li>• response efficacy</li> <li>• self-efficacy</li> <li>• barriers</li> <li>• benefits</li> <li>• subjective norms</li> <li>• attitudes</li> <li>• intentions</li> <li>• cues to action</li> <li>• reactance</li> </ul>
<b>3. Understand the role of effective communication in health promotion</b>



### Range

**3.2 Communication methods** could include:

- informative
- educative
- persuasive
- prompting

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Relationship to National Occupational Standards (NOS):

- SFHPHP13
- SFHPHP14
- SFHPHP15

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## AHP 20 Provide support for mobility (T/651/2515)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 effects that reduced mobility may have on an <b>individual's wellbeing</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
	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 support mobility	4.1 Record observations of mobility activity
	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>



Range	
1. Understand the importance of mobility	
1.3 Individual:	
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.	
1.3 Wellbeing may include aspects that are:	
<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>	
2. Be able to prepare for mobility activities.	
2.1 Mobility activities may include:	
<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>	
2.1 Others may include:	
<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>	
2.4 Mobility equipment and appliances may include:	
<ul style="list-style-type: none"> <li>• wheelchairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances</li> </ul>	
3. Be able to support individuals to keep mobile	
3.1 Active participation:	
A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.	
Delivery and assessment guidance	
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.	



### Delivery and assessment guidance

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0215

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## AN 2 Undertake personal hygiene activities with individuals (Y/651/2516)

Unit summary				
The learner will develop skills in supporting individuals to maintain personal hygiene when they are unable to self-care. 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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 infection control during personal hygiene activities
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 individuals	3.1 Explain the importance of following the individual's care plan
	3.2 Prepare the environment and equipment 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
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



### Range

**1.** Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals

#### **1.1 Policies and procedures:**

This could include other agreed ways of working as well as formal policies and procedures.

#### **1.1 Individuals:**

Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

**3.** Be able to prepare for undertaking personal hygiene activities with individuals

**3.4 Valid consent** must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHCHS11



## AN 15 Assist in the administration of medication (A/651/2517)

Unit summary				
This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know 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
2. Understand the healthcare support worker's role in assisting in the administration of medication	2.1 Describe the healthcare support worker's responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication 2.3 Explain the importance of healthcare support workers working within their own area of competence and seeking advice when faced with situations outside their own area of competence
3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information that 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 the healthcare support worker's area of responsibility 3.4 Describe the various aids that 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 that is consistent with the prescriber's advice 3.7 Explain the importance of maintaining security and the correct storage for the medication



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
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 assist with the preparation of the administration of medication	5.1 Obtain or confirm <b>valid consent</b> for the administration of medication
	5.2 Apply standard precautions for infection control
	5.3 Assist in the selection, checking and preparation of medication according to the medication administration record or medication information leaflet
	5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist
	5.5 Assist with the checking and confirming of the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered
6. Be able to assist in the administration of medication	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
	6.2 Assist the individual to be as self-managing as possible
	6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
	6.4 Monitor the individual's condition throughout the administration process
	6.5 Explain the types of adverse effects that may occur and the action to take if they do
	6.6 Check and confirm that the individual has taken the medication and does not pass medication to <b>others</b>
7. Be able to contribute to the management of medications and administration records	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
	7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
	7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
	7.4 Maintain the confidentiality of information relating to the individual at all times
	7.5 Check the stock level of medications and take action to <b>obtain new stocks</b> when required



Range
<b>3.</b> Understand the requirements and procedures for assisting in the administration of medication
<b>3.4 Individuals:</b>
Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>5.</b> Be able to assist with the preparation of the administration of medication
<b>5.1 Valid consent</b> must be in line with agreed UK country definition and could include:
<ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>
<b>6.</b> Be able to assist in the administration of medication
<b>6.6 Others</b> could include:
<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</li> <li>carers and advocates</li> <li>outside services and organisations</li> <li>those with power of attorney</li> <li>line manager</li> <li>other professionals</li> <li>others who are important to the individual's wellbeing</li> </ul>
<b>7.</b> Be able to contribute to the management of medications and administration records
<b>7.5 Obtain new stocks</b> includes use of local systems.

Delivery and assessment guidance
<p>This unit is barred against AN 30 Understand the administration of medication (L/651/2521).</p> <p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>SFHCHS2</li> </ul>



## AN 17 Understand how to obtain and test specimens from individuals (D/651/2518)

Unit summary				
The aim of this unit is to provide the learner with the knowledge required to obtain and test specimens from individuals in a healthcare setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1 Outline current legislation, national guidelines, organisational policies and protocols that affect working practice
	1.2 Identify the hazards and other consequences related to incorrect labelling of specimens
2. Understand the processes involved in obtaining and testing specimens from individuals	2.1 Identify the different types of specimens that may be obtained
	2.2 Describe the tests and investigations that may be carried out upon the specimens
	2.3 Identify the correct equipment and materials used in the collection and transport of specimens
3. Understand how to prepare to obtain specimens from individuals	3.1 Explain how to introduce yourself to the <b>individual</b> , and confirm the individual's identity
	3.2 Explain how to maintain a safe and healthy working environment using infection prevention and control techniques
	3.3 Explain the procedure for obtaining <b>valid consent</b>
	3.4 Explain how to ensure an individual's privacy and dignity is maintained at all times
	3.5 Identify aspects of an individual's ethnic and religious background that might affect the procedure
	3.6 Explain how to communicate with the individual in a medium appropriate to their needs and preferences
	3.7 Describe the preparations required, including materials and equipment
4. Understand how to obtain specimens from individuals	4.1 Outline the procedure for obtaining specimens, including the equipment required
	4.2 Describe possible problems in collecting specimens and how and when these should be reported
	4.3 Describe the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these
	4.4 Explain how to ensure the correct collection, labelling and storage of specimens
	4.5 Identify relevant documentation that requires completion



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand how to test specimens	5.1 Explain tests for a range of specimens obtained
	5.2 Explain appropriate health and safety measures relevant to the procedure and <b>environment</b>
	5.3 Explain effective handwashing techniques and correct use of personal protective equipment (PPE)
	5.4 Explain how to safely dispose of clinical waste
6. Understand how to report on the outcomes of the test of specimens	6.1 Explain the correct process for reporting and recording test results
	6.2 Describe the actions to be taken when the results are outside the normal range
	6.3 Explain how to communicate test results in accordance with agreed ways of working
	6.4 Describe why it is important to understand the implications the test results may have on the individual

Range
3. Understand how to prepare to obtain specimens from individuals
<b>3.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>3.3 Valid consent</b> must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>
5. Understand how to test specimens
<b>5.2 Environment</b> to include: <ul style="list-style-type: none"> <li>standard precautions for infection prevention and control</li> <li>use of PPE</li> </ul>

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>SFHCHS7</li> </ul>





## AN 25 Move and position individuals safely in accordance with their care plan (F/651/2519)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their care plan according to their specific needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals	1.1 Identify current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning <b>individuals</b>
	1.2 Summarise the responsibilities and accountability of healthcare support workers in relation to moving and positioning individuals
	1.3 Describe <b>health and safety factors</b> to take into account when moving and positioning individuals
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the <b>anatomy and physiology</b> of the human body in relation to moving and positioning individuals
	2.2 Describe the impact of specific conditions on the movement and positioning of an individual
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: <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 <b>immediate risks</b> 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 <b>precautions for infection control</b>
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 that: <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>
	4.3 Position the individual in accordance with their care plan
	4.4 Communicate effectively with <b>others</b> 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





Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	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

Range
<b>1. Understand current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals</b>
<b>1.1 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>1.3 Health and safety factors</b> could include: <ul style="list-style-type: none"> <li>• risk assessments</li> <li>• training</li> <li>• maintenance of aids</li> <li>• the environment</li> <li>• the individual's condition</li> <li>• the individual's ability to co-operate</li> </ul>
<b>2. Understand anatomy and physiology in relation to moving and positioning individuals</b>
<b>2.1 Anatomy and physiology</b> could include: <ul style="list-style-type: none"> <li>• muscles</li> <li>• bones</li> <li>• joints</li> <li>• ligaments</li> <li>• the musculoskeletal system</li> </ul>
<b>3. Be able to minimise risk before moving and positioning individuals</b>
<b>3.2 Immediate risks</b> could include: <ul style="list-style-type: none"> <li>• a fall</li> <li>• a change in the individual's condition</li> <li>• damaged/faulty equipment</li> <li>• environmental</li> <li>• staffing levels</li> </ul>
<b>3.6 Precautions for infection control</b> could include: <ul style="list-style-type: none"> <li>• use of personal protective equipment (PPE)</li> <li>• handwashing</li> <li>• cleaning equipment</li> </ul>



## Range

### 4. Be able to move and position an individual

#### 4.1 Valid consent must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

#### 4.4 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

#### 4.7 Active participation:

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

## Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHCHS6



## AN 28 Undertake agreed pressure area care (K/651/2520)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers
	1.2 Identify pressure sites of the body
	1.3 Identify factors that might put an <b>individual</b> at risk of skin breakdown and pressure ulcers
	1.4 Explain why it is important to use risk assessment tools
	1.5 Describe how incorrect moving and handling techniques can damage the skin
	1.6 Identify a range of interventions that can reduce the risk of skin breakdown and pressure ulcers
	1.7 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to the healthcare support worker's 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
	2.4 Describe why it is important to follow the agreed care plan
	2.5 Describe actions to take where any concerns with the agreed care plan are noted
3. Be able to follow the agreed care plan when undertaking pressure area care	3.1 Check the agreed care plan prior to undertaking the pressure area care
	3.2 Identify any concerns with the agreed care plan prior to undertaking the pressure area care
	3.3 Demonstrate the use of pressure area risk assessment tools
4. Understand the use of materials, equipment and resources 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 the environment in accordance with health and safety guidelines
	5.2 Obtain <b>valid consent</b> for the pressure area care



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to undertake pressure area care	6.1 Carry out pressure area care 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 pressure area care without obstruction from bedding and clothing
	6.4 Move an individual using approved techniques and in accordance with the agreed care plan
	6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions
	6.6 Communicate effectively with the individual throughout the intervention
	6.7 Complete all records and documentation accurately and legibly

Range
1. Understand the anatomy and physiology of the skin in relation to pressure area care
<b>1.3 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
5. Be able to prepare to undertake pressure area care
<b>5.2 Valid consent</b> must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
6. Be able to undertake pressure area care
<b>6.1 Active participation:</b>  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.

Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHCHS5</li> </ul>



## AN 30 Understand the administration of medication (L/651/2521)

Unit summary				
This unit provides the knowledge needed to understand the administration of medication under the direction of a health professional.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
	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 that 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 that 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 record and in a way that is consistent with the prescriber's advice
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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Understand 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 Explain how to complete the necessary records relating to the administration of medications
	5.3 Explain the importance of completing records fully, legibly and accurately
	5.4 Describe how to maintain the security of medication and related records throughout the administration process and the reasons they are returned to the correct place for storage
	5.5 Explain how to maintain the confidentiality of medication records and information relating to the individual at all times
	5.6 Describe how stock levels are maintained and what action is needed to obtain new stocks when required

<b>Range</b>
3. Understand the requirements and procedures for the administration of medication
<b>3.4 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

<b>Delivery and assessment guidance</b>
This unit is barred against AN 15 Assist in the administration of medication (A/651/2517).  This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Relationship to National Occupational Standards (NOS):  <ul style="list-style-type: none"> <li>SFHCHS2</li> </ul>



## AN 35 Understand the process and experience of dementia (M/651/2522)

Unit summary				
This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the neurology of dementia	1.1 Describe a range of causes of <b>dementia syndrome</b>
	1.2 Describe the types of <b>memory impairment</b> 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 <b>other factors</b> 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
	1.6 Explain the meaning of mental capacity and the impact of this on an individual's needs
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 Explain how to implement person-centred care when supporting an individual with dementia, taking into account equality, diversity, inclusion, active participation, consent and choice
	3.3 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.4 Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.5 Describe ways in which individuals and carers can be supported to overcome their fears

Range
1. Understand the neurology of dementia
1.1 <b>Dementia syndrome</b> could include:





### Range

- Alzheimer's disease
- vascular dementia
- dementia with Lewy bodies (DLB)
- Huntington's disease
- Creutzfeldt-Jakob disease (CJD)

#### 1.2 Memory impairment could include:

- regression
- confusion
- forgetfulness
- loss of awareness of date/year
- loss of ability to reason
- loss of life skills
- forgetting faces/names
- communication difficulties

#### 1.2 Individuals:

Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

#### 1.4 Other factors could include:

- urinary tract infection (UTI)
- high temperature
- depression
- sensory loss
- sight/hearing
- reduced metabolism

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.





## AN 36 Care for the older person (R/651/2523)

Unit summary				
The aim of this unit is to develop the knowledge and understanding of the needs of the older person and how to care for them.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 potential needs of the older person in relation to the ageing process
2. Understand how to adapt communication when caring for the older person	2.1 Identify barriers to communication with the older person 2.2 Describe effective communication methods and adapted approaches for the older person 2.3 Outline ways to minimise environmental barriers to communication
3. Understand how to care for the older person	3.1 Describe a range of <b>conditions</b> that could affect the older person 3.2 Describe how to adapt care plans for the older person

Range
<b>3. Understand how to care for the older person</b> <b>3.1 Conditions</b> could 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> <li>diabetes</li> <li>sensory loss</li> <li>incontinence</li> <li>high blood pressure</li> <li>influenza</li> <li>depression and anxiety</li> <li>cancer</li> </ul>

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



### **Delivery and assessment guidance**

Simulation can be utilised as an assessment method for competence-based learning outcomes.

DRAFT



## AN 38 Support independence in the tasks of daily living (T/651/2524)

Unit summary				
This unit is applicable to a wide range of healthcare 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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	5 credits	37 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
	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 items	4.1 Identify different ways of buying household and personal items
	4.2 Work with the individual to identify household and personal items that are needed
	4.3 Support the individual to buy items in their preferred way
	4.4 Support the individual to store items safely
	4.5 Support the individual to use items safely
5. Be able to provide support for keeping the home clean and secure	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety
	5.2 Describe different risks to home security that may need to be addressed
	5.3 Support the individual to use agreed security measures



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
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>Range</b>
<p><b>1. Understand principles for supporting independence in the tasks of daily living</b></p> <p><b>1.1 Individuals:</b></p> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>1.2 Active participation:</b></p> <p>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>2. Be able to establish what support is required for daily living tasks</b></p> <p><b>2.1 Care plan:</b></p> <p>May have other names (for example, support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>2.2 Others</b> could 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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> <li>• others who are important to the individual's wellbeing</li> </ul>

<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0027</li> </ul>



DRAFT



## AN 39 Awareness of mental health legislation (Y/651/2525)

Unit summary				
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 mental health legislation.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of mental health legislation	1.1 Explain why legislation is necessary to protect the rights of <b>individuals</b> who may lack the capacity to make decisions for themselves
	1.2 Describe the factors that may lead to an individual lacking the capacity to make a particular decision for themselves
	1.3 Explain how mental health legislation: <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>
	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 mental health legislation	2.1 Define key principles of mental health legislation
	2.2 Describe when a worker must comply with mental health legislation
	2.3 Explain how mental health legislation gives legal protection to workers providing care and treatment for individuals who lack capacity
	2.4 Explain 'capacity' as defined in mental health legislation
	2.5 Explain ' <b>best interests</b> ' as defined in mental health legislation
	2.6 Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'
	2.7 Identify whose responsibility it is to assess 'capacity' and 'best interests'
	2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of an individual 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 mental health legislation can assist an individual to 'plan ahead' for a time when they may not have capacity to make certain decisions



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand 'restraint' as defined under mental health legislation	3.1 Identify the range of actions that amount to restraint
	3.2 Identify the factors that make restraint lawful under mental health legislation
	3.3 Describe the circumstances where the restrictions or restraint being used amount to an individual being ' <b>deprived of their liberty</b> '
	3.4 Describe the actions that are necessary to ensure that an individual is lawfully 'deprived of their liberty'
	3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think an individual may be being 'deprived of their liberty'
4. Understand the importance of complying with the mental health legislation code of practice when working with individuals who lack capacity	4.1 Explain the legal status of the code of practice
	4.2 Explain the purpose of the code of practice
	4.3 Explain how mental health legislation 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

Range
1. Understand the importance of mental health legislation
<b>1.1 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
2. Understand the key elements of mental health legislation
<b>2.5 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. See the Mental Capacity Act Code of Practice (Chapter 5).
3. Understand 'restraint' as defined under mental health legislation
<b>3.3 Deprived of their liberty'</b>  See the Mental Capacity Act Code of Practice (Chapter 6).

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## AN 41 Understand how to work in partnership with families to support individuals (A/651/2526)



Unit summary				
This unit provides the learner with the knowledge required to work in partnership with families to support individuals in a wide range of settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 may affect partnership working
2. Understand how to establish and maintain positive relationships with family members of individuals in care and/or receiving support	2.1 Explain how to interact with family members in ways that respect their culture, values, experiences and expertise
	2.2 Describe how to establish trust when carrying out actions agreed with families
	2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
3. Understand how to plan shared approaches to the care and support of individuals with family members	3.1 Describe the desired outcomes of partnership working within scope of the healthcare support worker's role
	3.2 Identify the healthcare support worker's role, role of family members and roles of others in supporting the individual
	3.3 Explain how to support family members to understand person-centred approaches and <b>agreed ways of working</b>
	3.4 Explain how to manage risks associated with sharing care or support within scope of the healthcare support worker's role
	3.5 Describe processes for monitoring the shared support care plan within scope of the healthcare support worker's role
4. Understand how 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 Identify available resources for support
	4.3 Explain how to work with family members to access resources for support
5. Understand how to exchange and record information about partnership work with families	5.1 Explain how to exchange information, within scope of the healthcare support worker's 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 Describe how to 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>





Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand how to contribute to reviewing partnership work with families	6.1 Explain how to agree criteria and processes for reviewing partnership work with families and family members within scope of the healthcare support worker's role
	6.2 Explain how to involve the individual and family members in the reviews
7. Understand how to provide feedback about support for families	7.1 Explain how to provide feedback to others about the support accessed by family members
	7.2 Describe how to 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

Range
1. Understand partnership working with families and family members in care and/or support.
1.1 Families and family members may include: <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>
3. Understand how to plan shared approaches to the care and support of individuals with family members
3.3 Agreed ways of working will include policies and procedures where these exist.

Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0387</li> <li>• SCDHSC0426</li> </ul>



## AN 46 Support individuals to live at home (D/651/2527)

Unit summary				
This unit applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to support individuals to live at home.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an <b>individual</b>
	1.2 Compare the roles of people and agencies who may be needed to <b>support</b> an individual to live at home
	1.3 Explain the importance of providing information about benefits, allowances and financial planning that 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 Work with an individual to identify the strengths, skills and existing networks they have that could support them to live at home
	2.2 Work with an individual to identify their <b>needs</b> that may require additional support and their <b>preferences</b> 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, identifying 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 <b>active participation</b>
	3.4 Obtain permission to provide additional information about the individual to secure resources, services and facilities
4. Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
	4.2 Introduce the individual to new resources, services, facilities or support groups
	4.3 Record and report on the outcomes of additional support measures in required ways



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
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 ongoing 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>Range</b>
1. Understand the principles of supporting individuals to live at home
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>1.2 Support</b> could include:</p> <ul style="list-style-type: none"> <li>• comfort and reassurance</li> <li>• immediate physical support</li> <li>• immediate practical help</li> </ul>
2. Be able to contribute to planning support for living at home
<p><b>2.2 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>2.2 Preferences</b> could include:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> <li>• aspirations</li> <li>• wishes</li> </ul> <p><b>2.3 Others</b> could 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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> </ul>



### Range

- 3.** Be able to work with individuals to secure additional services and facilities to enable them to live at home

#### **3.3 Active participation:**

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0343



## AN 47 Dementia awareness (F/651/2528)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	7 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand dementia	1.1 Define the term 'dementia'
	1.2 Describe <b>key functions</b> of the brain that are affected by dementia
	1.3 Explain why depression, delirium, high temperature and age-related memory impairment may be mistaken for dementia
	1.4 Define mental capacity and explain the impact that this has on an <b>individual</b> living with 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 and their causes	3.1 List possible causes of dementia
	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 individuals 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

Range
<b>1. Understand dementia</b> <b>1.2 Key functions</b> could include: <ul style="list-style-type: none"> <li>• communication</li> <li>• cognitive</li> <li>• memory</li> <li>• emotions</li> <li>• behaviour</li> </ul> <b>1.4 Individuals:</b> Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>4. Understand an individual's experience of dementia</b> <b>4.1 Experience living with dementia:</b> Depending on age, type of dementia, and level of ability and disability.



### Range

#### 4.2 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## AN 50 Understand how to support individuals at the end of life (H/651/2529)

Unit summary				
This unit provides the learner with the knowledge required to support end of life care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	6 credits	50 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 signs that suggest <b>individuals</b> are nearing the end of life
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 can influence end-of-life care
	2.3 Explain why support for an individual's health and <b>wellbeing</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 <b>valid consent</b> , 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
	3.5 Explain how to work in the best interest of the individual without capacity
4. Understand how to provide support to individuals and key people during end-of-life care	4.1 Explain how to support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Explain how to provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Identify ways in which to help the individual feel respected and valued throughout the end-of-life period
	4.4 Identify the key information to provide to an individual and/or key people about the individual's illness and the support available



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
	4.5 Give examples of how an individual's wellbeing 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 Explain how to contribute to partnership working with key people to support the individual's wellbeing during end of life
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. Understand how to support individuals through the process of dying	6.1 Explain how to contribute to addressing any distress experienced by the individual promptly and in agreed ways 6.2 Explain how to adapt support to reflect the individual's changing needs or responses
7. Understand how 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 Describe the actions to carry out 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. 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 Identify the support systems that can be utilised to deal with own feelings in relation to an individual's dying or death

<b>Range</b>
<b>1. Understand the aims and principles of end-of-life care</b>
<b>1.4 Key people</b> may include: <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• others who are important to the wellbeing of the individual</li> </ul> <b>1.6 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.
<b>2. Understand factors affecting end-of-life care</b>
<b>2.3 Wellbeing</b> may include aspects that are: <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> </ul>





### Range

- spiritual
- intellectual
- economic
- physical
- mental

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

**3.3 Valid consent** must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Relationship to National Occupational Standards (NOS):

- SCDHSC0385



## AN 52 Support individuals who are bereaved (L/651/2530)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
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
	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



Range	
<b>1.</b>	Understand the effects of bereavement on individuals
<b>1.1 Individual:</b>	
	Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>4.</b>	Be able to support individuals who are bereaved
<b>4.2 Others</b>	could include:
	<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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> <li>• others who are important to the individual's wellbeing</li> </ul>
<b>6.</b>	Be able to manage own feelings when providing support for individuals who are bereaved
<b>6.2 Support system:</b>	
	Refers to a network of people who provide an individual with practical or emotional support.
Delivery and assessment guidance	
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0384</li> </ul>	



## AN 57 Support individuals to access and use information about services and facilities (M/651/2531)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand ways to support individuals to access information on services and facilities	1.1 Identify the types of <b>services and facilities</b> related to own job role about which <b>individuals</b> may require information
	1.2 Identify potential barriers to accessing and understanding information
	1.3 Describe ways to overcome barriers to accessing information
	1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals
	1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
	2.2 Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes
	2.3 Support an individual to obtain selected information in their preferred format and language
3. Be able to work with individuals to access and use information about services and facilities	3.1 Support an individual to access the content of information about services and facilities
	3.2 Demonstrate ways to check an individual's understanding of the information
	3.3 Work with an individual to access a service or facility using the information in ways that promote <b>active participation</b>
	3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
4. Be able to support individuals to evaluate the information accessed on services and facilities	4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and <b>preferences</b>
	4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
	4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory



Range
<b>1. Understand ways to support individuals to access information on services and facilities</b>
<b>1.1 Services and facilities</b> could include: <ul style="list-style-type: none"> <li>• services provided within an individual's home</li> <li>• services to enable an individual to meet their social care needs</li> <li>• community facilities</li> </ul>
<b>1.1 Individuals:</b> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
<b>3. Be able to work with individuals to access and use information about services and facilities</b>
<b>3.3 Active participation:</b> <p>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>
<b>4. Be able to support individuals to evaluate the information accessed on services and facilities</b>
<b>4.1 Preferences</b> could include: <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> <li>• aspirations</li> <li>• wishes</li> </ul>

Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0234</li> </ul>



## AN 64 Support individuals to manage continence (R/651/2532)

Unit summary				
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 individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	31 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors that affect the management of continence	1.1 Explain how continence can affect an <b>individual's</b> self-esteem, health and day-to-day activities
	1.2 List <b>conditions</b> that can affect continence
	1.3 Explain how continence issues can be transient in individuals
	1.4 Explain how the personal beliefs and values of an individual and/or their carers may affect the management of continence
	1.5 Describe ways to respect an individual's privacy whilst managing continence
2. Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express <b>preferences</b> and concerns about continence needs
	2.2 Support the individual and their carers to understand the effects of lifestyle on continence
	2.3 Explain how to support adults to take responsibility for their own health and wellbeing
	2.4 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' <b>valid consent</b>
	2.5 Explain how and when to access additional support in relation to the management of continence
3. Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual
	3.2 Agree with the individual and their carers preferred times and places for using continence equipment
	3.3 Agree the level and type of support required for use of continence equipment
	3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy, and promote <b>active participation</b>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to maintain infection control when supporting individuals to manage continence	4.1 Identify infection risks that may arise while supporting individuals and their carers to manage continence
	4.2 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE)
	4.3 Encourage the individual and their carers to maintain personal hygiene whilst managing continence
	4.4 Maintain the safe supply, storage, use and disposal of supplies and equipment
	4.5 Ensure the environment is clean, tidy and accessible before and after use
5. Be able to monitor, record and report on support for managing continence	5.1 Monitor the individual's needs in relation to the support needed to manage continence
	5.2 Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing
	5.3 Record and report on support for managing continence using agreed ways of working
	5.4 Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities

Range
1. Understand factors that affect the management of continence
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.2 Conditions</b> may include:</p> <ul style="list-style-type: none"> <li>• congenital structural problems</li> <li>• disorders that affect nerve function of the bladder</li> <li>• overactive bladder disorder</li> <li>• enuresis/soiling</li> <li>• polyuria</li> </ul>
2. Be able to support individuals and their carers to manage continence issues
<p><b>2.1 Preferences</b> could include:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> <li>• aspirations</li> <li>• wishes</li> </ul> <p><b>2.4 Valid consent</b> must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> </ul>



### Range

- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

3. Be able to support the use of equipment to manage continence

### 3.4 Active participation:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0219





## AN 65 Support individuals who are distressed (T/651/2533)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand causes and effects of distress on individuals	1.1 Identify causes of distress
	1.2 Describe signs and symptoms that may indicate an <b>individual</b> is distressed
	1.3 Explain how distress may affect the way an individual communicates
2. Understand potential impacts on own wellbeing when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own wellbeing
	2.2 Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed
3. Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an individual who is distressed
	3.2 Recognise signs of distress that indicate the need for specialist intervention
	3.3 Describe how to access specialist intervention
4. Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual
	4.2 Work in ways to alleviate an individual's distress
	4.3 Respond to the individual's reactions in a way that shows empathy and reassurance
	4.4 Involve <b>others</b> at appropriate times when supporting an individual who is distressed
5. Be able to support individuals to reflect on incidents of distress	5.1 Encourage the individual to express thoughts and feelings
	5.2 Work with the individual and others to identify triggers for distress
	5.3 Work with an individual and others to manage triggers or alleviate causes of distress
	5.4 Encourage the individual to review ways of coping with distress
6. Be able to record and report on an individual's distress to identify patterns and trends	6.1 Maintain records relating to the individual's distress and the support provided
	6.2 Report on periods of distress in line with agreed ways of working
	6.3 Use information gathered to identify patterns and trends relating to the individual's distress

Range
1. Understand causes and effects of distress on individuals
1.2 Individual:



<b>Range</b>
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>2. Understand potential impacts on own wellbeing when supporting an individual who is distressed</b>
<b>2.2 Sources of support</b> could include: <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>
<b>4. Be able to support individuals who are experiencing distress</b>
<b>4.1 Preferences</b> could include: <ul style="list-style-type: none"> <li>• values</li> <li>• culture</li> <li>• aspirations</li> <li>• wishes</li> </ul> <b>4.4 Others</b> could include: <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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> <li>• others who are important to the individual's wellbeing</li> </ul>
<b>Delivery and assessment guidance</b>
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Simulation can be utilised as an assessment method for competence-based learning outcomes.  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>• SCDHSC0226</li> </ul>



## AN 68 Understand how to support individuals to meet personal care needs (Y/651/2534)

Unit summary				
This unit covers the knowledge required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to work with individuals to identify their needs and preferences in relation to personal care	1.1 Explain how to enable the <b>individual</b> to communicate their needs, <b>preferences</b> and personal beliefs affecting their personal care
	1.2 Explain how to identify the level and type of support an individual needs for personal care
	1.3 Identify how to ensure that privacy is maintained
2. Understand how to provide support for personal care	2.1 Describe how to obtain <b>valid consent</b> for activities
	2.2 Explain how to support the individual to understand the reasons for: <ul style="list-style-type: none"> <li>• hygiene</li> <li>• safety precautions</li> </ul>
	2.3 Explain how to use the following to minimise the risk of infection: <ul style="list-style-type: none"> <li>• protective equipment</li> <li>• protective clothing</li> <li>• hygiene techniques</li> </ul>
	2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
	2.5 Identify ways for the individual to summon help when alone during personal care
	2.6 Explain how to ensure safe disposal of waste materials
3. Understand how to support individuals to use the toilet	3.1 Explain how to provide support for an individual to use toilet facilities in ways that respect dignity
	3.2 Explain how to support an individual to make themselves clean and tidy after using toilet facilities
4. Understand how to support individuals to maintain personal hygiene	4.1 Explain how to support independence for washing, bathing and mouth care
5. Understand how to support individuals to manage their personal appearance	5.1 Explain how to provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote <b>active participation</b>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand how to monitor and report on support for personal care	6.1 Explain how to seek feedback from the individual and <b>others</b> on how well the support for personal care meets the individual's needs and preferences
	6.2 Explain how to record and report on an individual's personal care in agreed ways

Range
<b>1.</b> Understand how to work with individuals to identify their needs and preferences in relation to personal care <b>1.1 Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. <b>1.1 Preferences</b> may be based on: <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> </ul>
<b>2.</b> Understand how to provide support for personal care <b>2.1 Valid consent</b> must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
<b>5.</b> Understand how to support individuals to manage their personal appearance <b>5.1 Active participation:</b> 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.
<b>6.</b> Understand how to monitor and report on support for personal care <b>6.1 Others</b> may include: <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>

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>• SCDHSC0218</li> </ul>



## AN 69 Support individuals to eat and drink (D/651/2536)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to support individuals to make choices about food and drink	1.1 Establish the <b>individual's</b> dietary requirements
	1.2 Establish with the individual and <b>others</b> the food and drink the individual wishes to consume
	1.3 Encourage the individual to select suitable options for food and drink
	1.4 Describe ways to resolve any concerns about the choice of food and drink
	1.5 Describe how and when to seek guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	2.1 Identify support an individual requires when eating and drinking
	2.2 Apply standard precautions for infection control when providing support for eating and drinking
	2.3 Support the individual to prepare to eat and drink
	2.4 Provide suitable utensils and equipment to assist the individual to eat and drink
3. Be able to provide support for eating and drinking	3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking
	3.2 Support the individual to consume manageable amounts of food and drink at their own pace
	3.3 Encourage the individual to eat and drink
	3.4 Support the individual to clean themselves if food or drink is spilt
	3.5 Respond to an individual's feedback or observed reactions while eating and drinking
4. Be able to clear away after eating and drinking	4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away
	4.2 Confirm that the individual has finished eating and drinking
	4.3 Clear away used crockery and utensils in a way that promotes <b>active participation</b>
	4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking
	4.5 Store or dispose of any left-over food and drink
5. Be able to monitor eating and drinking and the support provided	5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
	5.2 Monitor, record and report: <ul style="list-style-type: none"> <li>the food and drink the individual consumes</li> <li>any issues or concerns in relation to the individual and their eating and drinking</li> </ul>
	5.3 Report support provided for eating and drinking



Range
<b>1. Be able to support individuals to make choices about food and drink</b>
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>1.2 Others</b> could 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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> <li>• others who are important to the individual's wellbeing</li> </ul>
<b>4. Be able to clear away after eating and drinking</b>
<p><b>4.3 Active participation:</b></p> <p>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>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0213</li> <li>• SCDHSC0214</li> </ul>



## AN 70 Provide support to manage pain and discomfort (F/651/2537)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It provides the learner with the knowledge and skills required to understand how to support individuals to manage pain and discomfort.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand approaches to managing pain and discomfort	1.1 Explain the importance of a holistic approach to managing pain and discomfort
	1.2 Describe different approaches to alleviate pain and minimise discomfort
	1.3 Outline <b>agreed ways of working</b> that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an <b>individual's</b> holistic wellbeing and communication
	2.2 Encourage an individual to express their pain or discomfort
	2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this
	2.4 Support carers to recognise when individuals are in pain or discomfort
	2.5 Explain how to evaluate pain levels using <b>assessment tools</b> in own area of work
	2.6 Encourage an individual and their carers to use self-help methods of pain control
	2.7 Assist an individual to be positioned safely and comfortably
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	2.8 Carry out agreed measures to alleviate pain and discomfort
	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort
	3.2 Complete records in line with agreed ways of working
	3.3 Report findings and concerns as required

Range
1. Understand approaches to managing pain and discomfort
<b>1.3 Agreed ways of working</b> will include policies and procedures where these exist.
2. Be able to assist in minimising individuals' pain or discomfort
<b>2.1 Individual:</b>
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
<b>2.5 Assessment tools</b> include the use of pain scores.



### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHCHS164

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## AN 71 Understand how to provide support for sleep (H/651/2538)

Unit summary				
This unit provides the learner with the knowledge required to establish conditions suitable for sleep and support the individual to sleep.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	13 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an <b>individual's</b> wellbeing
	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. Understand how to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep
	2.2 Explain how to minimise aspects of the environment likely to make sleep difficult for an individual
	2.3 Describe how to adjust own behaviour to contribute to a restful environment
	2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3. Understand how to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep.
	3.2 Explain how to encourage the individual to communicate the support they need to sleep
	3.3 Describe how to assist the individual to find a position for sleep consistent with their plan of care
	3.4 Explain how to 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. Understand how to monitor sleep	4.1 Explain how to establish with the individual and others how sleep will be monitored
	4.2 Explain how to 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

Range
1. Understand the importance of sleep
<b>1.1 Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
3. Understand how to assist an individual to sleep
<b>3.4 Agreed ways of working</b> will include policies and procedures where these exist.



### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Relationship to National Occupational Standards (NOS):

- SCDHSC0216

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## AN 72 Support individuals with specific communication needs (J/651/2539)

Unit summary				
This unit covers the knowledge and skills required to support individuals with specific communication needs covering use of special methods and aids to promote communication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 the healthcare support worker's role and practice can impact on communication with an individual who has specific communication needs
	1.4 Identify a range of <b>communication methods</b> and aids to support individuals to communicate
	1.5 Analyse features of the environment that impact on communication
	1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system
	1.7 Describe the potential effects on an individual of having unmet communication needs
	1.8 Explain how hospital passports can support individuals with specific 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 <b>others</b> 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 Identify communication methods that can be used to interact with individuals
	4.2 Prepare the environment to facilitate communication
	4.3 Use agreed methods of communication to interact with the individual
	4.4 Monitor the individual's responses during and after the interaction
	4.5 Adapt own practice to improve communication with the individual



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to promote person-centred values when supporting effective communication between individuals and others	5.1 Support the individual to develop communication methods
	5.2 Promote person-centred values when supporting effective communication between individuals and others
	5.3 Provide opportunities for the individual to communicate with others
	5.4 Support others to be understood by the individual
	5.5 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>Range</b>
<b>1. Understand an individual's specific communication needs</b>
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>1.2 Communication needs</b> could 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><b>1.4 Communication methods</b> could 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>
<b>3. Be able to contribute to identifying and addressing specific communication needs of individuals</b>
<p><b>3.1 Others</b> could 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</li> <li>• carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> </ul>



### Range

- others who are important to the individual's wellbeing

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SCDHSC0369
- SFHGEN85

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## AN 73 Support individuals undergoing healthcare activities (M/651/2540)

Unit summary				
This unit is applicable to a wide range of healthcare settings. It includes the knowledge and skills required to support individuals during and after healthcare activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand healthcare activities in order to support individuals	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in relation to supporting individuals undergoing healthcare activities
	1.2 Describe anatomy and physiology in relation to the healthcare activity
	1.3 Explain the purposes and use of medical equipment and devices required for the procedure
	1.4 Explain the roles and responsibilities of team members
	1.5 State protection/precautionary measures: <ul style="list-style-type: none"> <li>• for the procedure being carried out</li> <li>• how they should be applied</li> <li>• the implications and consequences of not applying these measures</li> </ul>
	1.6 Explain how to manage the privacy and dignity of an <b>individual</b> in both conscious and unconscious states
	1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity
2. Be able to prepare individuals to undergo healthcare activities	2.1 Introduce self and confirm the individual's identity
	2.2 Explain the procedure to the individual and <b>relevant others</b>
	2.3 Confirm that <b>valid consent</b> has been obtained
	2.4 Explain how consent would be gained from individuals who do not have the capacity to consent
	2.5 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities
	2.6 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities
	2.7 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and <b>preferences</b>
	2.8 Explain who to refer any concerns or questions raised by the individual to if unable to answer
	2.9 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
3. Be able to support individuals undergoing healthcare activities	3.1 Keep individuals informed and reassured throughout the healthcare activity
	3.2 Apply standard precautions for infection prevention and control
	3.3 Apply health and safety measures relevant to the healthcare activity and environment
	3.4 Explain actions to take in response to any ill effects or adverse reactions during the healthcare activity
	3.5 Ensure that an individual's privacy and dignity are maintained at all times
4. Be able to support individuals following healthcare activities	4.1 Provide an individual with the facilities and support for the period of recovery
	4.2 Monitor an individual and recognise signs of ill effects or adverse reactions
	4.3 Explain actions to take in response to any ill effects or adverse reactions following the healthcare activity
	4.4 Give individuals and relevant others instructions and advice, within scope of the healthcare support worker's role
	4.5 Explain how any requirements for transport and escorts are confirmed and arranged with the individual
	4.6 Update the individual's healthcare activity records within scope of the healthcare support worker's role
	4.7 Maintain confidentiality of information in accordance with guidelines and procedures

<b>Range</b>
<b>1. Understand healthcare activities in order to support individuals</b>
<b>1.6 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>2. Be able to prepare individuals to undergo healthcare activities</b>
<b>2.2 Relevant others</b> could include: <ul style="list-style-type: none"> <li>• parent or parents</li> <li>• carer</li> <li>• those with parental responsibility</li> <li>• practitioner</li> <li>• supervisor</li> <li>• advocates</li> <li>• peers</li> <li>• therapists</li> </ul> <b>2.3 Valid consent</b> must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>



### Range

**2.7 Preferences** could include:

- values
- culture
- aspirations
- wishes

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHGEN4
- SFHGEN5





## AN 79 Understand planning and the practical application of health promotion (R/651/2541)

Unit summary				
This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	12 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand methods of health promotion planning	1.1 Outline the stages of a health promotion project 1.2 Distinguish between aims and objectives 1.3 Explain the importance of needs assessments
2. Understand practical application opportunities for health promotion	2.1 Recognise appropriate applications of own health promotion knowledge 2.2 Identify opportunities for health promotion within health setting 2.3 Outline strategies for health promotion opportunities
3. Understand the scientific basis of health promotion	3.1 Describe the evidence available for the cause or causes of one body system-related disease 3.2 Identify the effect of this disease on general health and wellbeing 3.3 Review current methods of disease prevention 3.4 State appropriate health promotion messages

Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>SFHPHP13</li> <li>SFHPHP14</li> <li>SFHPHP15</li> <li>SFHPHP16</li> <li>SFHCHDEB2</li> <li>SFHCHDED3</li> <li>SFHCVDED2</li> </ul>



## AN 81 Prepare individuals for healthcare activities (T/651/2542)

Unit summary				
The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an <b>individual</b> for healthcare activities 1.2 Describe the healthcare support worker's accountabilities in relation to preparing individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities	2.1 Greet the individual, complete introductions and explain own role 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain <b>valid consent</b> 2.3 Maintain the individual's privacy and dignity at all times 2.4 Confirm that the individual has complied with any pre-procedural instruction 2.5 Provide support and reassurance to the individual being sensitive to their personal beliefs and <b>preferences</b> 2.6 Respond to any questions the individual may have, referring to <b>others</b> when required 2.7 <b>Prepare the individual</b> for the healthcare activity in accordance with the requirements 2.8 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) 2.9 Recognise and respond to changes in an individual's health and wellbeing 2.10 Explain how to respond to any issue or emergency situation that arises outside of the limits of the healthcare support worker's competence
3. Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol 3.2 Describe how to report any issues that arise to the relevant person

Range
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities
<b>1.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.



## Range

### 2. Be able to prepare individuals for healthcare activities

#### 2.2 **Valid consent** must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

#### 2.5 **Preferences** could include:

- values
- culture
- aspirations
- wishes

#### 2.6 **Others** could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

#### 2.7 **Prepare the individual** must include:

- optimal position of the individual
- optimal position of medical equipment
- secure storage of personal articles

## Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHGEN4



## AN 82 Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings (Y/651/2543)

Unit summary				
This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.				
Assessment				
This unit is internally assessed via a portfolio				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, local policy and protocols in relation to dressing for work in a healthcare setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings
	1.2 Explain standard precautions for infection prevention and control that affect the practice of healthcare support workers in: <ul style="list-style-type: none"> <li>• preparing for work</li> <li>• dressing for work</li> </ul>
	1.3 Explain how and when to cleanse own hands in line with local policy and protocol
	1.4 Explain the importance of maintaining professional appearance and presentation
	1.5 Explain the importance of removing personal clothing, make-up and fashion items
	1.6 Describe the importance of promptly reporting reduction in stocks of PPE
2. Understand how to select and use personal protective equipment (PPE) in a healthcare setting	2.1 Describe how to select and use appropriate PPE for the healthcare support worker's job role and setting
	2.2 Describe how PPE may become unsuitable for use including the actions to take if this happens
	2.3 Describe what additional PPE should be worn when there is a risk of: <ul style="list-style-type: none"> <li>• aerosols</li> <li>• blood</li> <li>• body fluids</li> <li>• radiation</li> </ul>
	2.4 Explain when synthetic non-powdered, non-sterile gloves and apron should be used



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to select and use personal protective equipment (PPE) in a healthcare setting	3.1 Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken
	3.2 Wear PPE in the designated work area only according to the healthcare support worker's role and procedures to be undertaken
	3.3 Remove and dispose of PPE in line with local policy and protocol
	3.4 Demonstrate how the reporting and <b>restocking of PPE</b> is carried out

Range
3. Be able to select and use personal protective equipment (PPE) in a healthcare setting
3.4 Restocking of PPE using local systems.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.
Simulation can be utilised as an assessment method for competence-based learning outcomes.



## AN 83 Assist the practitioner to carry out healthcare activities (A/651/2544)

Unit summary				
This unit develops the learner in an assistant's role and skills in supporting the healthcare practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner but may not be directly involved with an individual.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	19 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities	1.1 Summarise the healthcare support worker's role, responsibilities and accountability with regard to: <ul style="list-style-type: none"> <li>• current legislation</li> <li>• national guidelines</li> <li>• policies, protocols and good practice guidelines</li> <li>• local ways of working</li> </ul>
2. Be able to assist the practitioner in carrying out healthcare activities	2.1 Identify the information needed by the practitioner: <ul style="list-style-type: none"> <li>• prior to carrying out <b>healthcare activities</b></li> <li>• during healthcare activities</li> </ul>
	2.2 Confirm the identity of the <b>individual</b>
	2.3 Confirm <b>valid consent</b> has been obtained
	2.4 Carry out tasks as required by the practitioner, the care plan and within the scope of the healthcare support worker's competence
	2.5 Communicate information to other team members while maintaining confidentiality
	2.6 Explain how to seek guidance and refer onto the appropriate person if any adverse events occur, in line with organisational requirements
	2.7 Recognise and respond to changes in an individual's health and wellbeing
	2.8 Collaborate during activities that require teamwork
	2.9 Record information as directed by the practitioner in line with national and local policy



### Range

#### 2. Be able to assist the practitioner in carrying out healthcare activities

##### 2.1 Healthcare activities could include:

- clinical
- diagnostic
- therapeutic

##### 2.2 Individual:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

##### 2.3 Valid consent must be in line with agreed UK country definition and may include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHGEN8



## AN 84 Monitor and maintain the environment and resources during and after healthcare activities (D/651/2545)

Unit summary				
This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during healthcare activities; knowledge of monitoring and maintenance parameters informs practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the procedures for monitoring and maintaining the environment and resources in a health and care setting	1.1 Summarise the legislation, guidelines, organisational policies and protocols that inform the healthcare support worker's role, responsibilities and accountability
	1.2 Identify procedures relating to monitoring the environment during specific <b>healthcare activities</b>
	1.3 Identify <b>resources</b> needed during specific healthcare activities
	1.4 Explain procedures for reporting problems with the environment and resources, beyond the healthcare support worker's scope of practice
	1.5 Outline hazards and risks associated with procedures carried out in health and care settings including how these are controlled
2. Be able to operate equipment	2.1 Explain the importance of ensuring equipment is safe to use
	2.2 Apply standard precautions for infection control when handling equipment
	2.3 Implement health and safety measures when handling equipment
	2.4 Operate equipment in line with manufacturers' instructions, national and local policies and procedures, and own scope of practice
3. Be able to monitor and maintain the environment and resources	3.1 Maintain environmental conditions at the levels required by the activity
	3.2 Replenish and replace resources as required for the activity
	3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity
	3.4 Return unused and/or surplus resources to the correct storage location
	3.5 Store resources in line with local policy or protocol at the end of the activity
	3.6 Maintain monitoring records in line with national and local policies and protocols
4. Be able to clean resources in health and care settings	4.1 Maintain the level of cleanliness required
	4.2 Clean fixed resources after use in line with national and local policies and protocols
	4.3 Clean reusable resources and make safe prior to storage
	4.4 Dispose of waste in line with national and local policy





### Range

**1.** Know the procedures for monitoring and maintaining the environment and resources in a health and care setting

**1.2 Healthcare activities** could include:

- clinical
- diagnostic
- therapeutic

**1.3 Resources:**

All equipment, items or materials used to undertake activities.

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

Relationship to National Occupational Standards (NOS):

- SFHGEN7



## AN 98 Contribute to the effectiveness of teams (F/651/2546)

Unit summary				
The aim of this unit is to introduce learners to the skills and knowledge that will ensure they contribute to the effectiveness of teams. The unit also addresses time management.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	5 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of the healthcare support worker's role and how it contributes to the team performance	1.1 Describe the team's overall objectives and purpose
	1.2 Explain how the healthcare support worker's role and responsibilities contribute to team activities, objectives and purposes
	1.3 Identify other team members, their roles and responsibilities within the team
	1.4 Explain ways to share activities and ideas with other members of the team
2. Be able to reflect on own performance	2.1 Use feedback or suggestions from others to enable them to improve own practice within the team
	2.2 Propose suggestions or ideas to benefit team members and improve team working
	2.3 Undertake development and learning to interact with the team more effectively
3. Be able to manage time and commitments effectively	3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities
	3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales
4. Be able to establish effective working relationships with all members of the team	4.1 Behave towards other team members in a way that supports the effective functioning of the team
	4.2 Resolve differences of opinion and conflicts within the team in ways that respect other team members' points of view

Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>SCDHSC0241</li> </ul>



## HSC AS 1 Support activities for individuals and groups that promote wellbeing (H/651/2547)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support activities for individuals and groups that promote wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of activity on wellbeing	1.1 Define activity provision within the context of adult care
	1.2 Give examples of the <b>types of activities</b> that focus on self-care social interaction
	1.3 Describe how activities can be beneficial to an <b>individual's</b> identity, self-esteem, and contentment
	1.4 Describe how engagement and participation in activities can support an individual's <b>wellbeing</b>
	1.5 Explain how to support individuals to participate in an <b>activity-based model of care</b>
2. Be able to support individuals to identify and plan for activities	2.1 Work with individuals and <b>others</b> to identify interests, choices, preferences and needs
	2.2 Agree with individual's activities that meet the identified interests, choices, preferences and needs
	2.3 Contribute to the risk-assessment process for participation in activities
	2.4 Support individuals to understand the agreed activities
3. Be able to support group members to identify and plan activities	3.1 Provide support to engage and enable group members to communicate in a group setting
	3.2 Work with group members to agree and plan desired activities
	3.3 Support group members to understand the agreed activities
	3.4 Encourage interaction between group members that promotes pleasure, co-operation, inclusion and wellbeing
4. Be able to encourage and support individuals or groups to participate in planned activities	4.1 Support individuals or groups in a way that promotes <b>active participation</b>
	4.2 Observe and adjust support in response to any requests, changes or difficulties encountered
	4.3 Give positive and constructive feedback to individuals during activities
	4.4 Maintain records about activities in line with <b>agreed ways of working</b>



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to contribute to the review, evaluation and improvement of activities	5.1 Seek feedback from individuals or group members on their experiences of the activities and support provided
	5.2 Encourage individuals or group members to make suggestions for maintaining or improving activities
	5.3 Contribute to the review and evaluation of activities to improve outcomes for individuals or group members
	5.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals or group members
	5.5 Report your findings in line with agreed ways of working

<b>Range</b>
<p><b>1. Understand the impact of activity on wellbeing</b></p> <p><b>1.2 Types of activities</b> may include:</p> <ul style="list-style-type: none"> <li>• leisure and recreational</li> <li>• social activities, 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, for example, reminiscence therapy, relaxations and anxiety management, remedial games, art or music</li> <li>• therapy assistance, for example, physiotherapy, occupational therapy, speech therapy</li> </ul> <p><b>1.3 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.4 Wellbeing</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental</li> </ul> <p><b>1.5 Activity-based model of care</b> may include:</p> <ul style="list-style-type: none"> <li>• daily living, interactions and personal care</li> <li>• choice and control</li> <li>• self-care activities</li> <li>• experts by experience</li> </ul> <p><b>2. Be able to support individuals to identify and plan for activities</b></p>



### Range

#### 2.1 Others may include:

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

#### 4. Be able to encourage and support individuals or groups to participate in planned activities

##### 4.1 Active participation:

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

##### 4.4 Agreed ways of working will include policies and procedures where these exist.

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.



## HSC AS 6 Support individuals in the use of assistive living technology (J/651/2548)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals in the use of assistive living technology.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	19 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose of assistive living technology	1.1 Outline current legislation and codes of practice that safeguard an <b>individual's</b> dignity, autonomy, privacy and confidentiality in relation to the use of assistive living technology
	1.2 Define the term 'assistive living technology'
	1.3 Describe the <b>types of assistive living technologies</b> in relation to: <ul style="list-style-type: none"> <li>• independent living</li> <li>• education, entertainment and social interaction</li> <li>• adapting and maintaining healthy living</li> </ul>
2. Understand the principles of assistive living technology	2.1 Explain how assistive living technology supports an individual's quality of life, independence and <b>wellbeing</b>
	2.2 Describe the benefits of using assistive living technology in person-centred care and support planning
	2.3 Explain limitations and barriers to using assistive living technology
	2.4 Describe the process for assessing, implementing and reviewing the use of assistive living technology with an individual
	2.5 Describe the roles and responsibilities of <b>others</b> that may be involved in the provision of assistive living technologies
3. Be able to support individuals to make informed choices in relation to the use of assistive living technology	3.1 Support an individual to access information about assistive living technology
	3.2 Work with an individual to explore any concerns or issues they may have about choosing and using assistive living technology
	3.3 Support an individual to select assistive living technology to meet their needs
	3.4 Use agreed processes to establish consent
	3.5 Report and record the use of assistive technology in line with <b>agreed ways of working</b>



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
4. Be able to support individuals and others in the use of assistive living technology	4.1 Encourage and support an individual and others to use assistive living technology
	4.2 Support an individual and others to assess their ability to use assistive living technology
	4.3 Support an individual and others to identify areas that require further support and guidance in relation to the use of assistive living technology
	4.4 Support an individual and others in the safe use of assistive living technology
	4.5 Support an individual and others to understand instructions on safe use of assistive living technology
	4.6 Provide an individual and others with information on the maintenance of assistive living technology
	4.7 Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: <ul style="list-style-type: none"> <li>• procedure</li> <li>• contact details</li> <li>• associated cost</li> </ul>
	4.8 Review own skills in <b>information technology and digital literacy</b>

<b>Range</b>
<p><b>1. Understand the purpose of assistive living technology</b></p> <p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.3 Types of assistive living technologies</b> may include:</p> <ul style="list-style-type: none"> <li>• push-button, pendent and pull-cord alarms</li> <li>• sensors and monitors</li> <li>• vital signs and physiological measurement – portable diagnostic equipment</li> <li>• fall-monitoring technologies</li> <li>• broadband-based technology</li> <li>• wireless-based equipment</li> <li>• mouth sticks, head pointers, voice recognition</li> <li>• audio-visual technology</li> <li>• telehealth – virtual or tele-consultation with health and/or support workers</li> <li>• social media</li> <li>• digital therapeutic tracker devices and activity-monitoring systems</li> <li>• implantable drug delivery mechanisms</li> <li>• telecare: virtual or tele-consultation with healthcare support workers</li> <li>• social media</li> <li>• digital therapeutic tracker devices and activity monitoring systems</li> <li>• implantable drug delivery mechanisms</li> <li>• telecare</li> </ul>



Range
<ul style="list-style-type: none"> <li>• adapted physical aids, gadgets and resources, for example, arm supports</li> <li>• home environment controllers for example, closing curtains, energy usage</li> </ul>
<b>2.</b> Understand the principles of assistive living technology
<p><b>2.1 Wellbeing</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>2.5 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>
<b>3.</b> Be able to support individuals to make informed choices in relation to the use of assistive living technology
<b>3.5 Agreed ways of working</b> will include policies and procedures where these exist
<b>4.</b> Be able to support individuals and others in the use of assistive living technology
<p><b>4.8 Information technology and digital literacy</b> could include:</p> <ul style="list-style-type: none"> <li>• safely charging devices</li> <li>• using basic IT and digital functions and services</li> <li>• accessing the internet and social media</li> <li>• using measures that link to internet safety</li> </ul>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p>





## HSC AS 13 Support individuals to meet nutritional and hydration needs (K/651/2549)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to meet nutritional and hydration needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of a balanced diet	1.1 Outline current <b>nutritional guidelines</b> for a balanced diet
	1.2 Identify the main food groups
	1.3 Identify sources of essential nutrients
	1.4 Explain the importance of a balanced diet
	1.5 Outline how nutritional requirements vary between different groups
	1.6 Explain the impact of a poor diet on health and wellbeing
2. Understand hydration	2.1 Explain the importance of hydration
	2.2 Outline the signs of dehydration
	2.3 Explain the impact of dehydration on health and wellbeing
3. Understand how to prevent malnutrition	3.1 Identify signs of malnutrition
	3.2 Outline <b>risk factors</b> that may contribute to malnutrition
	3.3 Outline ways of increasing nutritional density of foods and drinks through fortification
	3.4 Outline the use of nutritional supplements
4. Understand how to meet special dietary requirements	4.1 Identify <b>factors</b> that influence an individual's dietary needs and preferences
	4.2 Give examples of <b>special dietary requirements</b> associated with common health conditions
	4.3 Outline the potential risks of not following special dietary requirements
	4.4 Explain: <ul style="list-style-type: none"> <li>• food intolerance</li> <li>• food allergy</li> </ul>
	4.5 Identify sources of information and support in relation to special dietary requirements
5. Understand person-centred approaches in relation to supporting nutrition and hydration	5.1 Describe the importance of understanding an <b>individual's</b> nutrition and hydration needs
	5.2 Describe how mealtime environments can be a barrier to meeting nutritional and hydration needs
	5.3 Describe how mealtime environments and food presentation can be used to promote nutrition and hydration
	5.4 Describe how to provide assistance to individuals with eating and drinking in a way that maintains dignity, respect and independence
	5.5 Outline how a range of aids and adaptations can be used to support an individual with eating and drinking



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to support and monitor nutrition and hydration	6.1 Establish with an individual their choice of food and drink
	6.2 Encourage the individual to select options to meet their nutritional needs
	6.3 Identify the level and type of support needed for eating and drinking
	6.4 Support an individual to position themselves for comfort and to promote digestion
	6.5 Apply food safety and hygiene precautions when preparing and handling food and drink
	6.6 Present food according to individual preferences with appropriate utensils and aids
	6.7 Dispose of waste
	6.8 Complete records to monitor nutrition and hydration
	6.9 Explain actions to take in relation to concerns regarding nutrition and hydration
7. Understand food safety and hygiene requirements	7.1 Identify food safety standards
	7.2 Outline hazards in relation to handling and storing food
	7.3 Describe food safety and hygiene protocols in relation to: <ul style="list-style-type: none"> <li>• storage</li> <li>• preparation</li> <li>• serving and presentation</li> <li>• disposal</li> </ul>

Range
1. Understand the principles of a balanced diet
<b>1.1 Nutritional guidelines:</b>  May include 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).
3. Understand how to prevent malnutrition
<b>3.2 Risk factors</b> could include: <ul style="list-style-type: none"> <li>• dysphagia – eating, drinking or swallowing problems</li> <li>• effects of medication</li> <li>• physical or mental health</li> <li>• specific conditions such as dementia</li> <li>• oral health</li> <li>• communication</li> <li>• understanding of healthy and balanced diet appropriate to the individual</li> </ul>
4. Understand how to meet special dietary requirements
<b>4.1 Factors</b> could include: <ul style="list-style-type: none"> <li>• culture and religion</li> <li>• individual preferences and habits</li> <li>• physical factors, for example, positioning, oral hygiene</li> <li>• psychological factors, for example, depression, eating disorders</li> <li>• income</li> </ul>



### Range

- lifestyle
- media
- family and peer group influences

#### 4.2 Special dietary requirements could include:

Diets for an illness or condition, for example, food allergy, diabetes, eating, drinking or swallowing difficulty – dysphagia, coeliac disease.

#### 5. Understand person-centred approaches in relation to supporting nutrition and hydration

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.



## HSC AS 15 Understand personalisation in adult care (R/651/2550)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to personalisation in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 wellbeing
2. Understand systems that promote personalisation	2.1 Summarise <b>local and national systems</b> that promote personalisation
	2.2 Identify types of care and support planning tools available
3. Understand how to implement personalisation in practice	3.1 Explain the care planning process
	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

Range
<b>2</b> Understand systems which promote personalisation
<b>2.1 Local and national systems</b> may include:
<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>
<b>3.</b> Understand how to implement personalisation in practice
<b>3.4 Individuals</b> refer to someone requiring care or support; it will usually mean the person or people supported by the learner.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## HSC AS 16 Understand the principles of positive behaviour support (T/651/2551)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to positive behaviour support.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, frameworks, policies and codes of practice in relation to positive behaviour support	1.1 Outline current legislation, frameworks, policies and codes of practice in relation to positive behaviour support
	1.2 Explain what is meant by 'restrictive interventions'
	1.3 Describe the principle of least restrictive intervention
	1.4 Identify when restrictive interventions can be used
	1.5 Outline safeguards that must be in place if restrictive intervention is used
2. Understand behaviour as a means of expression	2.1 Explain what is meant by 'positive behaviour'
	2.2 Describe types of <b>behaviours</b> that challenge
	2.3 Describe how behaviour is a form of expression
	2.4 Describe <b>factors</b> that might influence an <b>individual's</b> behaviour
3. Understand strategies used to support positive behaviour	3.1 Describe strategies that are: <ul style="list-style-type: none"> <li>proactive</li> <li>reactive</li> </ul>
	3.2 Explain reasons for reinforcing positive behaviour with individuals
4. Understand positive behaviour support	4.1 Define 'positive behaviour support'
	4.2 Describe the process of <b>positive behaviour support planning</b>
	4.3 Explain reasons for identifying: <ul style="list-style-type: none"> <li>patterns of behaviour</li> <li>triggers to challenging behaviour</li> </ul>
	4.4 Describe <b>factors</b> to consider when positive behaviour support planning
	4.5 Identify sources of support, information and guidance for promoting positive behaviour
	4.6 Explain reasons for reviewing and revising strategies in relation to positive behaviour support
5. Understand how to respond to behaviour that challenges	5.1 Identify reasons for changes in an individual's behaviour
	5.2 Identify signs that indicate an individual's behaviour may escalate
	5.3 Explain actions to take in response to behaviour that challenges
	5.4 Describe recording and reporting procedures following an incident



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand how to support individuals and others following an incident of behaviour that challenges	6.1 Describe how to support an individual following an incident
	6.2 Describe how an individual can be supported to <b>reflect</b> on an incident
	6.3 Describe the potential impacts on <b>others</b> who have witnessed or been involved in an incident
	6.4 Explain the benefits of self-reflection following an incident
	6.5 Explain when the practitioner would seek advice and support following an incident

Range
<p><b>2. Understand behaviour as a means of expression</b></p> <p><b>2.2 Behaviours</b> could include:</p> <ul style="list-style-type: none"> <li>• repetitive/obsessive behaviour</li> <li>• withdrawn behaviour</li> <li>• aggressive behaviour</li> <li>• self-injurious behaviour</li> <li>• disruptive behaviour</li> <li>• anti-social or illegal behaviour</li> <li>• verbally or physically abusive behaviour</li> <li>• uninhibited behaviour</li> </ul> <p><b>2.4 Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• intrinsic or internal factors relating to the individual, for example:                         <ul style="list-style-type: none"> <li>○ conditions such as dementia or autism that are associated with making sense of the environment or processing information</li> <li>○ stress response</li> <li>○ sensory needs</li> <li>○ frustration</li> <li>○ pain</li> <li>○ past experiences</li> <li>○ physical or mental health</li> <li>○ boredom</li> <li>○ confusion or memory impairment</li> </ul> </li> <li>• extrinsic or external factors, for example:                         <ul style="list-style-type: none"> <li>○ changes to routine</li> <li>○ transition</li> <li>○ environmental stress triggers</li> <li>○ behaviour of others</li> <li>○ inadvertent reinforcement of negative behaviour</li> <li>○ inconsistent approaches</li> <li>○ lack of structure or boundaries</li> <li>○ abuse or exploitation by others</li> <li>○ bullying</li> <li>○ excessive demands</li> <li>○ not being heard or listened to</li> </ul> </li> </ul>



Range
<ul style="list-style-type: none"> <li>○ lack of communication or information</li> </ul> <p><b>2.4 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>
<p><b>4. Understand positive behaviour support</b></p>
<p><b>4.2 Positive behaviour support plan</b></p> <p>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.</p> <p><b>4.4 Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• historical</li> <li>• physical and mental capacity</li> <li>• substance misuse</li> <li>• risk from others</li> </ul>
<p><b>6. Understand how to support individuals and others following an incident of behaviour that challenges</b></p>
<p><b>6.2 Reflect</b> could include:</p> <ul style="list-style-type: none"> <li>• how the individual was feeling at the time, prior to and directly before the incident</li> <li>• the individual's behaviour</li> <li>• the consequence of the individual's behaviour</li> <li>• how the individual was feeling after the incident</li> </ul> <p><b>6.3 Others</b> could 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>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p>





## HSC AS 20 Provide support for therapy sessions (Y/651/2552)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to provide support for therapy sessions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the benefits of therapy sessions	1.1 Identify types of <b>therapy sessions</b> 1.2 Describe how types of therapy sessions can benefit an <b>individual</b>
2. Understand how therapy support can be part of an individual's daily routine	2.1 Describe how therapy support can be part of an individual's daily routine
3. Be able to prepare for therapy sessions	3.1 Establish own responsibilities in preparing for a therapy session 3.2 Identify with the individual their needs, preferences and requirements for the therapy session 3.3 Follow instructions to <b>prepare</b> the environment, materials, equipment and self for the session
4. Be able to provide support in therapy sessions	4.1 Provide support during a therapy session that takes account of: • the individual's preferences and requirements 4.2 Promote <b>active participation</b> of the individual during the session 4.3 Describe ways to overcome fears or concerns an individual may have about a therapy session
5. Be able to observe and record therapy sessions	5.1 Agree what observations need to be carried out during therapy sessions 5.2 Agree how observations will be recorded 5.3 Carry out agreed observations 5.4 Record agreed observations
6. Be able to contribute to the review of a therapy session	6.1 Contribute to the review of a therapy session 6.2 Contribute to changes to a therapy session with the individual and <b>others</b>

Range
1. Understand the benefits of therapy sessions
1.1 <b>Therapy sessions</b> may include individual or group sessions such as:
<ul style="list-style-type: none"> <li>• occupational therapy</li> <li>• physiotherapy</li> <li>• hydrotherapy</li> <li>• aromatherapy</li> <li>• speech and language therapy</li> <li>• sensory-based therapies</li> </ul>





Range
<p><b>1.2 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>
<p><b>3. Be able to prepare for therapy sessions</b></p>
<p><b>3.3 Prepare</b> could include:</p> <ul style="list-style-type: none"> <li>• environment, for example, securing access to a safe and private space so that a duty of candour (respect and dignity) can be assured for the individual</li> <li>• materials, for example, questionnaires used as a part of the delivered therapy session for the purposes of recording and scoring outcome measures</li> <li>• equipment, for example, any devices requiring calibration</li> <li>• self, for example, wearing appropriate personal protective equipment (PPE), familiarising oneself with the individual's care plan and patient records</li> </ul>
<p><b>4. Be able to provide support in therapy sessions</b></p>
<p><b>4.2 Active participation:</b></p> <p>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>6. Be able to contribute to the review of a therapy session</b></p>
<p><b>6.2 Others</b> could 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>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p>
<p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p>



## HSC AS 21 Understand how to support individuals with foot care (A/651/2553)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with foot care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 ageing 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
	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>
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

Range
1. Understand the basic structure and function of the foot
1.1 <b>Structures</b> could include:
<ul style="list-style-type: none"> <li>• fore foot</li> <li>• mid foot</li> <li>• hind foot</li> </ul>



Range
<b>2. Understand the causes and risk factors of foot problems</b>
<p><b>2.1 Medical conditions</b> could 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>2.2 Factors</b> could 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>2.2 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>2.5 Individuals at risk:</b></p> <p>Individuals with conditions that heighten the likelihood of foot and toenail problems.</p>
<b>3. Understand how to carry out foot and nail care</b>
<p><b>3.2 Signs of foot problems</b> could include:</p> <ul style="list-style-type: none"> <li>• cuts</li> <li>• sores</li> <li>• blood or fluid leakage</li> <li>• swelling</li> <li>• redness</li> <li>• bruising</li> <li>• warm areas</li> <li>• verrucas</li> <li>• corns</li> <li>• calluses</li> <li>• ingrown toenails</li> <li>• athletes foot</li> <li>• fungal nail infections</li> <li>• pressure ulcers</li> </ul> <p><b>3.7 Skin care</b> could include:</p> <ul style="list-style-type: none"> <li>• hygiene</li> <li>• washing or soaking</li> <li>• drying</li> <li>• application of creams</li> <li>• application of prescribed treatments</li> </ul>



### Range

- use of massage

#### 3.8 Footwear could include:

- slippers
- socks or tights
- shoes

#### 4. Understand reporting and referral procedures in relation to foot care

##### 4.1 Podiatry:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## HSC AS 22 Support person-centred thinking, planning and review (D/651/2554)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support person-centred thinking, planning and review.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles and practice of person-centred thinking, planning and review	1.1 Identify values underpinning person-centred thinking, planning and review
	1.2 Describe the impact of person-centred thinking, planning and review on <b>individuals</b> and their families
	1.3 Describe <b>person-centred thinking tools</b>
	1.4 Explain what a 'one-page profile' is
	1.5 Describe the person-centred review process
2. Understand the context of person-centred thinking, planning and review	2.1 Outline legislation, policy and guidance in relation to person-centred thinking, planning and review
	2.2 Describe the relationship between person-centred planning and personalised services
	2.3 Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in <b>teams</b></li> </ul>
3. Understand the healthcare support worker's role in relation to person-centred thinking, planning and review	3.1 Describe the healthcare support worker's role in relation to person-centred thinking, planning and review
	3.2 Identify challenges in relation to the implementation of person-centred thinking, planning and review
	3.3 Describe how to overcome challenges in relation to the implementation of person-centred practice thinking, planning and review
4. Be able to contribute to person-centred practice	4.1 Use person-centred thinking to identify what is important to an individual
	4.2 Establish with an individual how they want to be supported
	4.3 Respond to how an individual makes decisions to enable them to have maximum choice and control
	4.4 Use person-centred thinking to support the individual in: <ul style="list-style-type: none"> <li>• their relationships</li> <li>• being part of their community</li> </ul>
	4.5 Ensure the individual is central to the person-centred review process



Range
<b>1. Understand principles and practice of person-centred thinking, planning and review</b>
<p><b>1.2 Individuals:</b></p> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.3 Person-centred thinking tools</b> could 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, capacities, my places</li> <li>○ hopes and fears</li> <li>○ mapping our network</li> <li>○ passion audit</li> <li>○ capacity mapping</li> </ul> </li> </ul>
<b>2. Understand the context of person-centred thinking, planning and review</b>
<p><b>2.3 Teams</b></p> <p>A person-centred team uses person-centred thinking within the team context to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p>



## HSC AS 24 Contribute to facilitating person-centred assessment, planning, implementation and review (F/651/2555)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of person-centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and 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 contribute to facilitating person-centred assessment	2.1 Following practitioner's guidance, 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>
	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
	5.2 Collate monitoring information from agreed sources
	5.3 Record changes that impact the delivery of the care plan



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to contribute to facilitating 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

Range
1. Understand the principles of person-centred assessment and care planning
<b>1.2 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
2. Be able to contribute to facilitating person-centred assessment
<b>2.2 Others</b> could include: <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>
<b>2.2 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.
3. Be able to contribute to the planning of care or support
<b>3.2 Options and resources</b> could include: <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>
6. Be able to contribute to facilitating a review of care plans and their implementation
<b>6.4 Revisions</b> could include: <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>





### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC AS 25 Contribute to the support of positive risk-taking for individuals (H/651/2556)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to the support of positive risk-taking for individuals.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of risk-taking in everyday life	1.1 Identify aspects of everyday life in which risk plays a part
	1.2 Outline impacts on <b>individuals</b> of being prevented or discouraged from taking risks
	1.3 Explain how supporting individuals to take risks can enable them to: <ul style="list-style-type: none"> <li>• gain self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community</li> </ul>
2. Understand the importance of positive, person-centred risk assessment	2.1 Identify features of a <b>person-centred</b> approach to risk assessment
	2.2 Explain how a person-centred approach to risk assessment can support positive outcomes
3. Know legislation and policies in relation to positive risk-taking	3.1 Outline how legislation and <b>policies</b> are used to safeguard individuals from risks while promoting their rights
4. Be able to support individuals to make informed choices about taking risks	4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b>
	4.2 Support an individual to access and understand information in relation to risks
	4.3 Support an individual to make an informed decision in relation to risks
	4.4 Explain why it is important to maintain records and report decisions in relation to risk management
	4.5 Outline how own values, behaviours, systems and experiences may affect working practice when supporting an individual to take risks
5. Be able to contribute to the support of individuals to manage identified risks	5.1 Use an individual's support plan to record identified risks
	5.2 Explain the importance of working within the limits of the healthcare support worker's role and responsibilities
	5.3 Contribute to the review of risks
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe action to take if an individual decides to take an unplanned risk that places them or others in immediate or imminent danger



Range	
1.	Understand the importance of risk-taking in everyday life
1.2	<b>Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.
2.	Understand the importance of positive, person-centred risk assessment
2.1	<b>Person-centred:</b>  Reflects what is important to individuals and helps them to live the life they choose.
3.	Know legislation and policies in relation to positive risk-taking
3.1	<b>Policies</b> could include: <ul style="list-style-type: none"> <li>• national policy</li> <li>• local policy</li> </ul>
4.	Be able to support individuals to make informed choices about taking risks
4.1	<b>Others</b> could include: <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>
Delivery and assessment guidance	
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.  Simulation can be utilised as an assessment method for competence-based learning outcomes.	



## HSC AS 26 Support care plan activities (J/651/2557)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support care plan activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	13 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to prepare to undertake care plan activities	1.1 Identify sources of information in relation to an <b>individual</b> and specific <b>care plan</b> activities
	1.2 Establish an individual's preferences in relation to care plan activities
	1.3 Confirm with <b>others</b> own understanding of the support required for care plan activities
2. Be able to support care plan activities	2.1 Provide support for care plan activities in accordance with the care plan and <b>agreed ways of working</b>
	2.2 Encourage the <b>active participation</b> of an individual in care plan activities
	2.3 Adapt actions to reflect an individual's needs and preferences during care plan activities
3. Be able to maintain records of care plan activities	3.1 Record information in relation to the implementation of care plan activities
	3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised
4. Be able to contribute to the review of care plan activities	4.1 Describe the healthcare support worker's role and roles of others in reviewing care plan activities
	4.2 Obtain feedback from an individual and others in relation to how well specific care plan activities meet the individual's needs and preferences
	4.3 Contribute to the review of how well specific care plan activities meet the individual's needs and preferences
	4.4 Contribute to agreement on changes that may need to be made to the care plan

Range
1. Be able to prepare to undertake care plan activities
<b>1.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>1.1 Care plan:</b>  May be known by other names, for example, support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.



### Range

#### 1.3 Others could include:

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

#### 2. Be able to support care plan activities

#### 2.1 Agreed ways of working will include policies and procedures where these exist.

#### 2.2 Active participation:

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

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.



## HSC S 1 Contribute to supporting individuals with acquired brain injury and their families and carers (K/651/2558)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with an acquired brain injury, as well as their families and carers.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand acquired brain injury	1.1 Describe ' <b>acquired brain injury</b> '
	1.2 Identify causes of acquired brain injury
	1.3 Outline types of brain injury
2. Understand the impact of acquired brain injury on individuals	2.1 Outline the initial effects of acquired brain injury on the <b>individual</b>
	2.2 Identify 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 what is meant by: <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria</li> </ul>
	2.4 Outline <b>changes in personality</b> that an individual may experience as a result of acquired brain injury
	2.5 Describe how lack of self-awareness may affect: <ul style="list-style-type: none"> <li>• an individual with acquired brain injury</li> <li>• <b>others</b></li> </ul>
3. Understand the needs of families and carers of an individual with acquired brain injury	3.1 Outline the impact of changes that result from acquired brain injury on others
	3.2 Explain the importance of working in ways that are: <ul style="list-style-type: none"> <li>• person-centred</li> <li>• family-centred</li> </ul>
	3.3 Outline the rights of carers
4. Be able to respond to behaviour that challenges	4.1 Identify <b>behaviours that challenge</b>
	4.2 Monitor patterns of behaviour
	4.3 Work in partnership with others to ensure a consistent approach in responding to behaviour that challenges
	4.4 Reflect on the impact of an individual's behaviour on own feelings and attitudes
	4.5 Identify support available to respond to behaviour that challenges
	4.6 Describe how to record and report behaviour that challenges



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to contribute to supporting families and carers of individuals with acquired brain injury	5.1 Work in partnership with others to communicate with families and carers to identify support needs
	5.2 Work in partnership with others to recognise when a primary carer is entitled to a Carer's Assessment and signpost
	5.3 Report additional needs of primary carers

<b>Range</b>
<b>1. Understand acquired brain injury</b> <b>1.1 Acquired brain injury</b> may include: <ul style="list-style-type: none"> <li>traumatic brain injury</li> <li>mild/moderate brain injury</li> <li>severe brain injury</li> </ul>
<b>2. Understand the impact of acquired brain injury on individuals</b> <b>2.1 Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>2.2 Functional:</b> The individual's ability to carry out day-to-day tasks, for example, dressing, washing and cooking. It does not solely mean physical ability but can also mean concentration and motivation for doing tasks.  <b>2.4 Changes in personality</b> may include: <ul style="list-style-type: none"> <li>irritability</li> <li>uninhibited behaviour</li> <li>frustration</li> <li>loss of social skills</li> <li>change in self-awareness</li> <li>changes in insight</li> </ul>
<b>2.5 Others</b> may include: <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>
<b>4. Be able to respond to behaviour that challenges</b> <b>4.1 Behaviours that challenge</b> may include: <ul style="list-style-type: none"> <li>physical violence</li> <li>threatening language</li> </ul>



### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

This unit is barred against HSC S 2 Understand the impact of acquired brain injury on individuals (L/651/2559).

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## HSC S 2 Understand the impact of acquired brain injury on individuals (L/651/2559)



Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand acquired brain injury	1.1 Describe <b>acquired brain injury</b> 1.2 Identify possible causes of acquired brain injury 1.3 Identify types of brain injury
2. Understand the impact of acquired brain injury on individuals	2.1 Outline initial effects of acquired brain injury on <b>individuals</b> 2.2 Identify 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>
3. Understand the specialist communication needs of an individual with acquired brain injury	3.1 Define the term 'dysphasia' 3.2 Define the term 'dysarthria' 3.3 Describe the <b>communication challenges</b> presented to individuals and the practitioner by: <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria</li> </ul> 3.4 Identify skills required to support an individual with specialist communication needs 3.5 Describe technology available to meet an individual's communication needs
4. Understand the impact that personality changes may have on an individual with acquired brain injury and others	4.1 Identify changes in personality that an individual may experience as a result of acquired brain injury 4.2 Describe the impact of lack of self-awareness on an individual with acquired brain injury 4.3 Outline the impact of <b>changes in personality</b> on an individual with acquired brain injury and <b>others</b>
5. Understand the impact of behaviours that challenge	5.1 Describe <b>behaviours that challenge</b> 5.2 Outline the importance of a non-confrontational approach 5.3 Describe how behaviour that challenges may impact <b>those providing care</b> 5.4 Identify support available to manage behaviour that challenges 5.5 Describe how to record and report behaviour that challenges



Range
<b>1. Understand acquired brain injury</b>
<b>1.1 Acquired brain injury</b> could include: <ul style="list-style-type: none"> <li>traumatic brain injury</li> <li>mild/moderate brain injury</li> <li>severe brain injury</li> </ul>
<b>2. Understand the impact of acquired brain injury on individuals</b>
<b>2.1 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.
<b>2.2 Functional:</b>  The individual's ability to carry out day-to-day tasks, for example, dressing, washing and cooking. It does not solely mean the physical ability but can also mean concentration, motivation for doing tasks.
<b>3. Understand the specialist communication needs of an individual with acquired brain injury</b>
<b>3.3 Communication challenges</b> could include: <ul style="list-style-type: none"> <li>word-finding</li> <li>indistinct speech</li> </ul>
<b>4. Understand the impact that personality changes may have on an individual with acquired brain injury and others</b>
<b>4.3 Changes in personality</b> could include: <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> <li>lack of insight</li> </ul>
<b>4.3 Others</b> could include: <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>
<b>5. Understand the impact of behaviours that challenge</b>
<b>5.1 Behaviours that challenge</b> could include: <ul style="list-style-type: none"> <li>physical violence</li> <li>threatening language</li> <li>sexual inhibitions</li> </ul>
<b>5.3 Those providing care</b> could include: <ul style="list-style-type: none"> <li>family</li> </ul>



### Range

- friends
- care workers
- practitioners
- other professionals

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

This unit is barred against HSC S 1 Contribute to supporting individuals with acquired brain injury and their families and carers (K/651/2558).

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## HSC S 5 Understand autism spectrum disorder (ASD) (T/651/2560)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum disorder.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the characteristics associated with autism spectrum disorder (ASD)	1.1 Outline the <b>differences</b> in communication and social interaction associated with <b>ASD</b>
	1.2 Outline how inflexibility and special interests may affect <b>individuals</b> on the autism spectrum
	1.3 Describe how differences in sensory processing may affect the way an individual on the autism spectrum experiences their environment
	1.4 Explain why it is important to recognise autism as a lifelong condition
2. Understand how autism is a spectrum condition	2.1 Outline how autism can be considered a spectrum condition
	2.2 Outline different types of autism included on the spectrum
	2.3 Explain how characteristics, strengths and abilities vary between individuals on the autism spectrum
	2.4 Identify other conditions that may be associated with ASD
3. Understand behaviour within the context of an individual with autism spectrum disorder (ASD)	3.1 Describe a range of behavioural characteristics associated with ASD
	3.2 Outline reasons for an individual's behaviour within the context of ASD
	3.3 Describe how to respond to an individual who is highly anxious or stressed
4. Understand how to contribute to the person-centred support of an individual who has an autism spectrum disorder (ASD)	4.1 Explain the importance of structure and routine that is individualised to match the wishes and needs of the individual
	4.2 Identify formal and informal support networks for an individual with an ASD
	4.3 Explain why it is important to involve <b>others</b> in the support of individuals with an ASD
	4.4 Describe ways of working to promote a consistent approach for others supporting an individual
	4.5 Describe how to contribute to the learning and development of an individual with an ASD



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand ways to promote communication and social interaction with individuals on the autism spectrum	5.1 Outline why it is important to be aware of the impact of verbal and non-verbal communication on an individual with an ASD
	5.2 Identify aspects of the environment that affect communication
	5.3 Describe how to reduce barriers to communication with an individual with autism
	5.4 Outline the use of visual communication systems for individuals with ASD
	5.5 Give examples of how <b>assistive technology</b> can be used to support communication and social interaction
	5.6 Identify sources of information and support relating to effective communication with individuals on the autism spectrum

Range
<b>1. Understand the characteristics associated with autism spectrum disorder (ASD)</b> <b>1.1 Differences</b> could include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• behavioural</li> <li>• presentation of symptoms in communication or social interaction</li> </ul> <b>1.1 Autism spectrum disorder (ASD)</b> <p>The terminology chosen to describe the autism spectrum in this unit is autism spectrum disorder, one of several different terms used. In diagnosis and other clinical and research settings, the term 'autism spectrum disorder' is generally used. In addition, 'autism' is used as an umbrella term for the spectrum by organisations such as the National Autistic Society. ASD has been used as the term 'condition' is more positive, suggesting difference rather than a 'disorder'.</p> <b>1.2 Individuals:</b> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>
<b>4. Understand how to contribute to the person-centred support of an individual who has an autism spectrum disorder (ASD)</b> <b>4.3 Others</b> could include: <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>
<b>5. Understand ways to promote communication and social interaction with individuals on the autism spectrum</b> <b>5.5 Assistive technology:</b> <p>May include the increasing range of apps that are designed for and used to encourage social interaction and language development.</p>



**Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

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## HSC S 6 Contribute to supporting individuals with autism spectrum disorder (ASD) (A/651/2562)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with autism spectrum disorder.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	33 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislative frameworks that relate to individuals with autism spectrum disorders (ASD)	1.1 Outline the legislative frameworks that relate to an <b>individual</b> with ASD
	1.2 Explain how legislative frameworks underpin the development of services for individuals with ASD
2. Understand the main characteristics of autism spectrum disorders (ASD)	2.1 Outline a range of theories relating to ASD
	2.2 Explain characteristics that are associated with ASD
	2.3 Describe the sensory processing and perceptual differences associated with autism
	2.4 Describe the effects of other <b>conditions that may co-occur with autism</b>
	2.5 Describe how autism may affect speech and language development
3. Be able to support individuals with autism spectrum disorders (ASD)	3.1 Contribute to identifying 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 ASD to develop their <b>personal skills</b>
	3.4 Support an individual and <b>others</b> to develop <b>strategies</b> for managing the impact of an ASD
4. Be able to contribute to the support of individuals with autism spectrum disorder (ASD) with social interaction and communication	4.1 Support an individual and others to identify strategies and methods for communication
	4.2 Use agreed strategies and methods to support an individual to communicate
	4.3 Contribute to identifying patterns of behaviour associated with an individual's autism
5. Be able to contribute to supporting an individual with autism through transitions and change	5.1 Contribute to supporting an individual and others through a significant <b>transition</b> of the individual
	5.2 Support an individual and others to recognise routines that are important to the individual
	5.3 Support an individual to use routines to make sense and order of their daily life
	5.4 Support an individual during changes to their daily routines
	5.5 Follow agreed plan to adapt the physical sensory environment to: <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation</li> </ul>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to contribute to supporting individuals with autism to promote their safety, wellbeing and fulfilment	6.1 Following the practitioner's guidance, support an individual and others to develop strategies to manage the physical and sensory environment
	6.2 Contribute to supporting an individual and others to select and access services and facilities
	6.3 Following the practitioner's guidance, use strategies to support individuals with autism to develop skills for personal safety
	6.4 Describe the actions to take if there is concern about an individual's safety and wellbeing

Range
1. Understand legislative frameworks that relate to individuals with autism spectrum disorders (ASD)
1.1 Individual:  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
2. Understand the main characteristics of autism spectrum disorders (ASD)
2.4 Conditions that may co-occur with autism could include: <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>
3. Be able to support individuals with autism spectrum disorders (ASD)
3.3 Personal skills:  As appropriate to the individual, for example, organisational skills, social skills, money management.
3.4 Others could include: <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>
3.4 Strategies include:  Approaches used to facilitate social interaction or coping strategies that may be developed over time. Proactive approaches should be encouraged wherever possible.
5. Be able to contribute to supporting an individual with autism through transitions and change
5.1 Transition:  This could be anything from a daily routine change/activity to a large life change.





### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC S 8 Support individuals with dementia (D/651/2563)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with dementia, using person-centred principles.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what dementia is	1.1 Explain what is meant by the term 'dementia'
	1.2 Describe the key functions of the brain that are affected by dementia
	1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia
2. Understand legislation and frameworks in relation to the care and support of individuals with dementia	2.1 Identify <b>legislation and frameworks</b> in relation to the care and support of <b>individuals</b> with dementia
	2.2 Describe how agreed ways of working uphold the rights of an individual with dementia
	2.3 Describe how the <b>best interests</b> of an individual with dementia are met through care and support
	2.4 Describe what is meant by providing care and support in a <b>least restrictive way</b>
	2.5 Identify the rights of carers
3. Be able to facilitate positive interactions with individuals with dementia	3.1 Describe how dementia may influence an individual's behaviour and ability to communicate and interact
	3.2 Describe techniques that can be used to facilitate positive interactions
	3.3 Adapt interactions in order to meet the communication needs of an individual with dementia
4. Be able to support rights and choices of individuals with dementia using person-centred principles	4.1 Explain how information in relation to personality and life history can be used to support an individual to live well with dementia
	4.2 Implement person-centred strategies and techniques to consider: <ul style="list-style-type: none"> <li>• history</li> <li>• cultural values</li> <li>• when planning to meet their needs</li> </ul>
	4.3 Support an individual with dementia in identifying and managing risks for their care and support
	4.4 Support an individual with dementia to access opportunities that meet their abilities, needs and preferences.
	4.5 Contribute to an <b>environment</b> that enables an individual with dementia to achieve their potential
5. Be able to involve carers and others in the care and support of individuals with dementia	5.1 Describe the role of carers and <b>others</b> in relation to the support of individuals with dementia
	5.2 Work with carers and others to support an individual with dementia
	5.3 Support a carer to enable an individual with dementia to achieve their potential



Range
<p><b>2.</b> Understand legislation and frameworks in relation to the care and support of individuals with dementia</p>
<p><b>2.1 Legislation and frameworks</b> could include:</p> <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Equality Act 2010</li> <li>• Living Well with Dementia – the National Dementia Strategy 2009</li> <li>• Mental Health Act 2007</li> <li>• Mental Capacity Act 2005:                         <ul style="list-style-type: none"> <li>○ Lasting Power of Attorney</li> <li>○ Health and Welfare</li> </ul> </li> <li>• Human Rights Act 1998</li> </ul> <p><b>2.1 Individuals</b> refer to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>2.3 Best interests:</b></p> <p>Mental Capacity Act 2005 – to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.</p> <p><b>2.4 Least restrictive</b> as covered in the Deprivation of Liberty Safeguards (DoLS) procedure.</p>
<p><b>4.</b> Be able to support rights and choices of individuals with dementia using person-centred principles</p>
<p><b>4.5 Environment</b> could include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• physical</li> </ul>
<p><b>5.</b> Be able to involve carers and <b>others</b> in the care and support of individuals with dementia</p>
<p><b>5.1 Others</b> could 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>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p>



## HSC S 10: Diabetes awareness (H/651/2565)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to be aware of diabetes.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
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. Understand the links between diabetes and other conditions	5.1 Describe the impact of <b>intercurrent illness</b> on individuals with diabetes
	5.2 Outline how treatment for diabetes may be required to change in response to intercurrent illness
	5.3 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>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand how to work safely when monitoring individuals with diabetes	6.1 Identify current legislation and codes of practice for <b>safe working practices</b>
	6.2 Explain the use of personal protective equipment when supporting monitoring activity

Range
2. Know risk factors for developing type 2 diabetes
<b>2.2 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.
3. Know the treatment and management options for individuals with diabetes
<b>3.2 Others</b> could include: <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>
5. Understand the links between diabetes and other conditions
<b>5.1 Intercurrent illness:</b>  A disease occurring during the course of another disease with which it has no connection.
6. Understand how to work safely when monitoring individuals with diabetes
<b>6.1 Safe working practices</b> including:  Working with and disposing of sharps, needles and lancets and disposing of body fluids.

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## HSC S 12 Awareness of end-of-life care (J/651/2566)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to end-of-life care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know different perspectives on death and dying	1.1 Outline the <b>factors</b> that can affect an <b>individual's</b> views on death and dying
	1.2 Outline the factors that can affect own <b>views</b> on death and dying
	1.3 Outline how the factors relating to views on death and dying can impact on practice
	1.4 Define how attitudes of <b>others</b> may influence an individual's choices around death and dying
	1.5 Explain why support for spiritual needs is important at the end of life
2. Understand the legislative framework in relation to end-of-life care	2.1 Explain the aims of end-of-life care
	2.2 Explain the legislation, national guidelines and frameworks that set quality standards for end-of-life care
	2.3 Define the term 'palliative care'
	2.4 Explain the stages of the local end-of-life care pathway
	2.5 Describe the principles of advance care planning
	2.6 Explain mental capacity, advocacy and decision making in end-of-life care
3. Understand communication in end-of-life care	3.1 Explain how an individual's priorities and the ability to communicate may vary over time
	3.2 Explain the practitioner's role in responding to questions and cues from individuals and others regarding their end-of-life experience
	3.3 Describe how you might respond to sensitive questions from individuals and others
	3.4 Outline strategies to manage emotional responses from individuals and others
	3.5 Explain the importance of sharing information with individuals and others
4. Know how to access the range of services available to individuals and others	4.1 Identify the range of <b>support services and facilities</b> available to individuals and others
	4.2 Identify others who may be involved within a multi-disciplinary end-of-life care team
	4.3 Identify potential barriers to accessing end-of-life care services
	4.4 Suggest strategies to overcome barriers to accessing end-of-life care services



Range
<p><b>1. Know different perspectives on death and dying</b></p> <p><b>1.1 Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• cultural</li> <li>• religious</li> <li>• spiritual</li> <li>• psychological</li> <li>• emotional</li> </ul> <p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.2 Views</b> could include:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• religion</li> <li>• culture</li> </ul> <p><b>1.4 Others</b> could 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>4. Know how to access the range of services available to individuals and others</b></p> <p><b>4.1 Support services and facilities</b> could include:</p> <ul style="list-style-type: none"> <li>• pastoral services</li> <li>• other professionals</li> <li>• citizens advice</li> <li>• self-help organisations</li> <li>• hospices</li> </ul>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p>



## HSC S 15 Understanding learning disability (L/651/2568)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding of learning disability.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation and policies in relation to learning disability	1.1 Define 'learning disability'
	1.2 Outline legislation and policies in relation to <b>individuals</b> with learning disabilities
	1.3 Explain how legislation and policies influence the day-to-day experience of individuals with learning disabilities and their families
2. Understand learning disability	2.1 Identify causes of learning disability
	2.2 Compare the <b>medical model</b> and the <b>social model</b> of learning disability
	2.3 Describe the impact of learning disability on the individual in relation to: <ul style="list-style-type: none"> <li>• social health and wellbeing</li> <li>• emotional health and wellbeing</li> <li>• cognitive health and wellbeing</li> <li>• physical health and wellbeing</li> </ul>
	2.4 Describe the <b>impact</b> of learning disability on the outcomes and life chances of individuals
3. Understand how the health and social care practitioner supports individuals with learning disabilities	3.1 Describe the role and responsibilities of the health and social care practitioner in relation to supporting individuals with learning disabilities
	3.2 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• the provision of care and support</li> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships</li> <li>• parenthood</li> <li>• the provision of healthcare</li> </ul>
	3.3 Describe the support available for individuals with learning disabilities





Range
1. Understand legislation and policies in relation to learning disability
<b>1.2 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.
2. Understand learning disability
<b>2.2 Medical model</b> could include: <ul style="list-style-type: none"> <li>• biological/physical aspects</li> <li>• diagnosis and treatment</li> <li>• independence</li> <li>• choice</li> <li>• medical experts</li> </ul> <b>2.2 Social model</b> could include: <ul style="list-style-type: none"> <li>• individual experience</li> <li>• social perceptions</li> <li>• societal change</li> <li>• removing barriers</li> <li>• equality, inclusion and participation</li> </ul> <b>2.4 Impact</b> could include: <ul style="list-style-type: none"> <li>• independence</li> <li>• relationships</li> <li>• self-confidence, self-esteem</li> <li>• contribution</li> <li>• aspirations</li> <li>• achievement</li> <li>• education/employment</li> <li>• discrimination</li> </ul>
Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## HSC S 14 Contribute to supporting individuals with learning disabilities to access healthcare (Y/651/2570)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to contribute to supporting individuals with learning disabilities to access healthcare.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Outline legislation, policies and guidance in relation to supporting an <b>individual</b> with learning disabilities to access healthcare
	1.2 Outline what is meant by a 'rights-based' approach to accessing healthcare
	1.3 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
	1.4 Describe action to take if an individual cannot give <b>informed consent</b> to the treatment
2. Understand the function of healthcare services that an individual with learning disabilities may need to access	2.1 List a range of <b>healthcare services</b> that an individual may need to access
	2.2 Describe the work of each type of healthcare service
	2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	3.1 Explain how <b>plans for healthcare</b> can be of benefit to an individual
	3.2 Identify regular health checks that an individual may have to support health and wellbeing
	3.3 Outline how missing regular health checks can impact on the individual's health and wellbeing
4. Be able to contribute to plans for healthcare with individuals with learning disabilities	4.1 Work with an individual and <b>others</b> to identify healthcare services the individual may require
	4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services
	4.3 Show how the individual's needs, wishes and preferences are reflected in the healthcare plan
	4.4 Contribute to the review of plans for healthcare with the individual and others
5. Be able to support individuals with learning disabilities to overcome barriers to accessing healthcare services	5.1 Identify <b>barriers</b> to accessing healthcare services that an individual may experience
	5.2 Identify reasons why an individual may be reluctant to access healthcare services
	5.3 Describe strategies to overcome barriers to accessing healthcare services



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.4 Support an individual to access information about healthcare services
6. Be able to support individuals with learning disabilities to use healthcare services	6.1 Provide agreed support to enable an individual to use healthcare services
	6.2 Support an individual to understand reasons for treatment
	6.3 Support an individual to understand the short and long-term effects of treatment
	6.4 Ensure the individual is able to give informed consent to their treatment
	6.5 Record details of a healthcare visit in an accessible format
	6.6 Share information in line with agreed ways of working

Range
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare
<b>1.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>1.4 Informed consent:</b>  Refers to an individual providing their verbal agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity', limited capacity and age of individual, for example, a child).
2. Understand the function of healthcare services that an individual with learning disabilities may need to access
<b>2.1 Healthcare services</b> could include: <ul style="list-style-type: none"> <li>• primary</li> <li>• acute</li> <li>• specialist</li> <li>• community</li> </ul>
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities
<b>3.1 Plans for healthcare:</b>  In England this refers to/should include Health Action Plans.
4. Be able to contribute to plans for healthcare with individuals with learning disabilities
<b>4.1 Others</b> could include: <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>
5. Be able to support individuals with learning disabilities to overcome barriers to accessing healthcare services



### Range

**5.1 Barriers** could include:

- personal barriers
- external barriers

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC S 16 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (A/651/2571)



Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 limited/ <b>mental capacity</b> in relation to: <ul style="list-style-type: none"> <li>• sexual development</li> <li>• sexual experiences</li> <li>• sexual expression</li> <li>• sexual health</li> </ul>
3. Understand the support of sexual health issues	3.1 Explain the <b>key features of sexual health</b> and wellbeing and how these relate to an individual's overall health and wellbeing 3.2 Identify sexual health issues that affect men and women 3.3 Explain how sexual health issues can be supported through plans for healthcare 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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
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>
	5.4 Explain action to take in response to safeguarding concerns in relation to sexual relationships

<b>Range</b>
<b>2. Understand the factors that impact sexual development of <b>individuals</b> with a learning disability</b>
<p><b>2 Individuals:</b></p> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>2.1 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 (for example, 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, for example, grooming, domestic abuse, gender violence</li> </ul> <p><b>2.2 Mental capacity:</b></p> <p>The principles of human rights underpin this unit. Where <b>mental capacity</b> is referred to it should be remembered that the Mental Capacity Act (2005) states that everyone should be treated as able to make their own decisions until it is shown that they are not.</p>
<b>3. Understand the support of sexual health issues</b>
<p><b>3.1 Key features of sexual health</b> may include:</p> <ul style="list-style-type: none"> <li>• contraception</li> <li>• hygiene</li> </ul>



**Range**

- sexually transmitted infections

**Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

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## HSC S 21 Contribute to the support of individuals with multiple conditions and/or disabilities (D/651/2572)

Unit summary				
The aim of this unit is to provide the learner with the knowledge, understanding and skills to contribute to the support of individuals with multiple conditions and/or disabilities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Identify <b>multiple conditions and/or disabilities</b> individuals may have
	1.2 Explain the impact of multiple conditions and/or disabilities on an individual's <b>wellbeing</b> and quality of life
2. Understand the support available for individuals with multiple conditions and/or disabilities	2.1 Explain roles and responsibilities of <b>others</b> who may provide support to individuals with multiple conditions and/or disabilities
	2.2 Identify resources required to meet additional needs of individuals with multiple conditions and/or disabilities
	2.3 Identify equipment required to support additional needs of individuals with multiple conditions and/or disabilities
	2.4 Describe the role of <b>informal networks</b> in supporting individuals with multiple conditions and/or disabilities
3. Understand how to contribute to the support of individuals with multiple conditions and/or disabilities	3.1 Describe the healthcare support worker's role in supporting individuals with multiple conditions and/or disabilities
	3.2 Explain the role of assessment of health and social care needs for individuals with multiple conditions and/or disabilities
	3.3 Describe how to support an individual to participate in an <b>activity</b>
	3.4 Describe how to support the individual in the use of <b>equipment or resources</b> to enable them to participate in an activity

Range
<b>1. Understand the impact of multiple conditions and/or disabilities on individuals</b> <b>1.1 Multiple conditions and/or disabilities</b> could include a combination of factors relating to: <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> <b>1.1 Individuals:</b> Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.





Range
<p><b>1.2 Wellbeing</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>2. Understand the support available for individuals with multiple conditions and/or disabilities</b></p>
<p><b>2.1 Others</b> could 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>2.4 Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups</li> </ul>
<p><b>3. Understand how to contribute to the support of individuals with multiple conditions and/or disabilities</b></p>
<p><b>3.3 Activity</b> could include:</p> <ul style="list-style-type: none"> <li>• managing and maintaining nutrition</li> <li>• maintaining personal hygiene</li> <li>• managing toilet needs</li> <li>• being appropriately clothed</li> <li>• being able to make use of the adult's home safely</li> <li>• maintaining a habitable home environment</li> <li>• developing and maintaining family or other personal relationships</li> <li>• accessing and engaging in work, training, education or volunteering</li> <li>• making use of necessary facilities or services in the local community, including public transport, and recreational facilities or services</li> <li>• carrying out any caring responsibilities the adult has for a child</li> </ul> <p><b>3.4 Equipment or resources</b> could include:</p> <ul style="list-style-type: none"> <li>• assistive technology resources/equipment</li> <li>• mobility aids</li> <li>• communication aids</li> </ul>



### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC S 18 Support mental wellbeing and mental health (F/651/2573)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to support mental wellbeing and mental health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know what is meant by mental health and mental ill health	1.1 Define what is meant by <b>mental health and mental ill health</b>
	1.2 Describe the characteristics of mental wellbeing
	1.3 Describe the risk factors associated with developing mental health conditions
	1.4 Identify examples of mental health conditions
2. Understand the social context of mental ill health	2.1 Describe the impact of social and cultural influences on mental ill health
	2.2 Describe the impact of media influences on mental ill health
	2.3 Explain the impact of social and cultural influences on individuals with mental health conditions and their care
3. Be able to support individuals' mental wellbeing and mental health	3.1 Describe how an individual may promote their own mental wellbeing and mental health
	3.2 Support an individual to promote their own mental wellbeing and mental health
	3.3 Support an individual to develop positive relationships
	3.4 Contribute to an environment that promotes social inclusion

Range
1. Know what is meant by mental health and mental ill health
<b>1.2 Mental health and mental ill health</b>
Learners should be aware that mental health may vary within an individual and between individuals throughout their lifespan. They should be able to differentiate between the term mental health as a term used to describe a person's condition in relation to emotional and psychological wellbeing, which can be positive or impaired (mental ill-health).

Delivery and assessment guidance
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.
Simulation can be utilised as an assessment method for competence-based learning outcomes.
This unit is barred against HSC S 29 Understanding mental health (M/651/2578).



## HSC S 23 Support individuals with Parkinson's disease (H/651/2574)

Unit summary				
The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals with Parkinson's disease.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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>
2. Understand the impact of Parkinson's disease on the individual and others	2.1 Describe the impact of motor and non-motor symptoms on an <b>individual's</b> 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 <b>others</b>
	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 Outline <b>treatment options</b> available for an individual with Parkinson's disease
	3.5 Explain how nutrition and hydration are managed for an individual with Parkinson's disease



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 wellbeing 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

Range
1. Understand the signs, symptoms and progression of Parkinson's disease
<b>1.6 Parkinsonism</b> (or Parkinson's disease syndrome):  A term used to describe a range of conditions that have similar symptoms to Parkinson's disease.
2. Understand the impact of Parkinson's disease on the individual and others
<b>2.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
<b>2.3 Others</b> may include: <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>
3. Understand the diagnosis, interventions and treatment options to manage Parkinson's disease
<b>3.4 Treatment options</b> may include: <ul style="list-style-type: none"> <li>• medication</li> <li>• surgical</li> <li>• physiotherapy</li> </ul>
5. Be able to support the health and wellbeing of individuals with Parkinson's disease
<b>5.1 Techniques:</b>  Those designed specifically to support individuals in managing communication and cognition difficulties directly associated with Parkinson's disease, such as cognitive freezing.



### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC S 25 Awareness of sensory loss (J/651/2575)

Unit summary				
The aim of this unit is to provide the learner with knowledge and understanding of sensory loss.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors that impact on an individual with sensory loss and strategies to overcome these	1.1 Describe <b>factors</b> that impact individuals with sensory loss.
	1.2 Identify strategies to take to overcome factors that impact <b>individuals with sensory loss</b>
2. Understand communication strategies for individuals with sensory loss	2.1 Outline strategies for communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul>
	2.2 Explain how information can be made accessible to individuals with sensory loss.
3. Understand causes of sensory loss	3.1 Outline the main causes of sensory loss
	3.2 Explain the difference between congenital and acquired sensory loss
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul>
	4.2 Describe sources of additional advice and support available in relation to sensory loss

Range
1. Understand factors that impact on an individual with sensory loss and strategies to overcome these
<b>1.1 Factors</b> could include: <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility</li> <li>• attitudes and beliefs</li> </ul>
<b>1.2 Individuals:</b>  Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.



### Range

**1.2 Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness

### Delivery and assessment guidance

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

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## HSC S 27 Support the assessment of individuals with sensory loss (K/651/2576)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to support the assessment of individuals with sensory loss.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the healthcare support worker's role and the roles of others in the assessment of individuals with sensory loss and their carers	1.1 Outline current legislation and guidance in relation to the assessment of <b>individuals</b> with <b>sensory loss</b>
	1.2 Describe the rights of individuals with sensory loss and their carers in relation to assessment
	1.3 Describe the healthcare support worker's 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
	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 the healthcare support worker's 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 the healthcare support worker's 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 the healthcare support worker's role
	3.4 Record and report the outcomes of the assessment
	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



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to support promotion of 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>Range</b>
<p><b>1.</b> Understand the healthcare support worker's role and the roles of others in the assessment of individuals with sensory loss and their cares</p> <p><b>1.1 Individuals:</b></p> <p>Refer to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>1.1 Sensory loss</b> could include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul> <p><b>1.4 Others</b> could 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>1.5 Factors</b> could 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>1.6 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>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



### Delivery and assessment guidance

Simulation can be utilised as an assessment method for competence-based learning outcomes.

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## HSC S 28 Support stroke care management (L/651/2577)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to support stroke care management.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know what stroke is	1.1 Identify the <b>changes in the brain</b> associated with stroke
	1.2 Outline conditions that may be mistake for stroke
	1.3 Describe the differences between stroke and Transient Ischaemic Attack (TIA)
2. Know how to recognise stroke	2.1 List signs and symptoms of stroke
	2.2 Identify stages of stroke
	2.3 Identify assessment tests that are available to enable listing of the signs and symptoms
	2.4 Describe <b>changes</b> that an <b>individual</b> may experience as a result of stroke
3. Understand the management of risk factors for stroke	3.1 State the prevalence of stroke in the UK
	3.2 Identify the common risk factors for stroke
	3.3 Describe steps to take to reduce the risk of stroke and subsequent stroke
4. Understand the importance of emergency response and treatment for stroke	4.1 Describe why stroke is a medical emergency
	4.2 Describe the actions to take in response to an emergency stroke incident
	4.3 Identify the impact of the key stages of stroke on the individual
	4.4 Describe reporting requirements following an emergency stroke incident
5. Understand the management of stroke	5.1 Describe why effective stroke care is important to the management of stroke
	5.2 Identify support available to individuals and <b>others</b> affected by stroke.
	5.3 Explain the role of the healthcare worker in supporting: <ul style="list-style-type: none"> <li>• reablement</li> <li>• <b>rehabilitation</b></li> </ul>
6. Be able to support individuals following stroke	6.1 Support individuals with personal care and daily living
	6.2 Contribute to the recovery of individuals through rehabilitation and reablement exercises and therapy
	6.3 Monitor individuals and report change or concerns



Range
<b>1. Know what stroke is</b>
<b>1.1 Changes in the brain</b> could include: <ul style="list-style-type: none"> <li>the dominant side of the brain</li> <li>the non-dominant side</li> </ul>
<b>2. Know how to recognise stroke</b>
<b>2.4 Changes</b> could include: <ul style="list-style-type: none"> <li>psychological (depression/anxiety)</li> <li>cognitive</li> <li>movement</li> <li>communication</li> <li>swallowing</li> <li>visual</li> <li>bladder and bowel control</li> <li>sexual changes</li> </ul> <b>2.4 Individual:</b> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>
<b>5. Understand the management of stroke</b>
<b>5.2 Others</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>5.3 Rehabilitation</b> could include: <ul style="list-style-type: none"> <li>physiotherapy</li> <li>speech therapy</li> <li>occupational therapy</li> </ul>
Delivery and assessment guidance
<p>This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.</p> <p>Simulation can be utilised as an assessment method for competence-based learning outcomes.</p>



## HSC S 29 Understanding mental health (M/651/2578)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to understand mental health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal context of mental health	1.1 Identify relevant legislation in relation to mental health
	1.2 Outline how legislation informs provision of care for an <b>individual</b> with mental health conditions
	1.3 Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health conditions
	1.4 Outline the legal principles of confidentiality and data protection in relation to individuals with mental health conditions
2. Know what is meant by mental health and mental ill health	2.1 Define what is meant by <b>mental health and mental ill health</b>
	2.2 Describe the characteristics of mental wellbeing
	2.3 Describe the risk factors associated with developing mental health conditions
	2.4 Identify examples of mental health conditions
3. Understand the social context of mental ill health	3.1 Describe the impact of social and cultural influences on mental ill health
	3.2 Describe the impact of media influences on mental ill health
	3.3 Explain the impact of social, cultural and media influences on individuals with mental health conditions and their care
4. Understand how mental healthcare has changed over time	4.1 Describe how mental healthcare has changed with the move towards community care
	4.2 Explain the impacts of the changes on individuals in mental healthcare

Range
1. Understand the legal context of mental health
<b>1.2 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.
2. Know what is meant by mental health and mental ill health
<b>2.1 Mental health and mental ill health:</b>  Learners should be aware that mental health may vary within an individual and between individuals throughout their lifespan. They should be able to differentiate between the term mental health as a term used to describe a person's condition in relation to emotional and psychological wellbeing, which can be positive or impaired (mental ill-health).



### **Delivery and assessment guidance**

This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.

This unit is barred against HSC S 18 Support mental wellbeing and mental health (F/651/2573).

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## HSC S 30 Parkinson's disease awareness (R/651/2579)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to be aware of Parkinson's disease.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what Parkinson's disease is	1.1 Define the term 'Parkinson's disease'
	1.2 Describe the main signs and symptoms of Parkinson's disease
	1.3 Outline the possible underlying causes of Parkinson's disease
	1.4 Outline the possible risk factors for Parkinson's disease
	1.5 Explain the differences between young-onset Parkinson's disease and traditional onset Parkinson's disease
	1.6 Explain the similarities between young-onset Parkinson's disease and traditional onset Parkinson's disease
	1.7 Identify other conditions that may be mistaken for Parkinson's disease
2. Understand the treatment options and support services that are available to individuals with Parkinson's disease	2.1 Describe how Parkinson's disease is diagnosed
	2.2 Outline the treatment options available, to include: <ul style="list-style-type: none"> <li>• medication</li> <li>• surgery</li> <li>• physical therapy</li> <li>• psychological interventions</li> <li>• complementary and alternative therapies</li> </ul>
	2.3 Outline the support services available to <b>individuals</b> with Parkinson's disease, to include: <ul style="list-style-type: none"> <li>• Parkinson's nurse specialists</li> <li>• physiotherapists</li> <li>• occupational therapists</li> <li>• speech and language therapists</li> </ul>
3. Understand the experience of living with Parkinson's disease and strategies for managing the condition	3.1 Describe the strategies that can be used to support an individual with Parkinson's disease, to include: <ul style="list-style-type: none"> <li>• communication difficulties</li> <li>• swallowing</li> <li>• sleep disturbances</li> <li>• mobility</li> <li>• falls</li> <li>• mental health difficulties</li> <li>• dementia</li> </ul>





<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
	3.2 Describe the possible psychological impact of living with Parkinson's disease for: <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• relatives</li> </ul>
	3.3 Outline ways to support individuals with Parkinson's disease who are experiencing psychological distress
	3.4 Outline the impact that the attitudes and behaviours of others may have on an individual with Parkinson's disease

<b>Range</b>
<b>2.</b> Understand the treatment options and support services that are available to individuals with Parkinson's disease
<b>2.3 Individuals:</b>  Refer to someone requiring care or support, it will usually mean the person or people supported by the learner.

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with NCFE assessment principles for adult care, childcare and health qualifications.



## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For this qualification, the centre must use the further information relating to adult care, childcare and health assessment principles, which can be found within the mandatory Support Handbook.



## Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) that the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.



<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

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## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- Learner's Evidence Tracking Log (LETL)
- Qualification Factsheet
- Sample Assessment Materials

### Other support materials

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

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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## Appendix A: units

The units within these qualifications cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.



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

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Diploma	Extended diploma
DC1	T/651/2499	Communication in healthcare settings	2	3	20	Yes	Yes
DC2	H/651/2500	Handle information in healthcare settings	2	1	10	Yes	Yes
DC3	J/651/2501	Personal development in healthcare settings	2	3	23	Yes	Yes
DC4	K/651/2502	Implement person-centred approaches in healthcare settings	2	5	39	Yes	Yes
DC5	L/651/2503	Equality and inclusion in healthcare settings	2	2	17	Yes	Yes
DC6	M/651/2504	Health, safety and wellbeing in healthcare settings	2	4	30	Yes	Yes
DCHS7	R/651/2505	Responsibilities of a healthcare support worker	2	2	16	Yes	Yes
DC8	T/651/2506	Duty of care	2	1	7	Yes	Yes





DCHS9	Y/651/2507	Safeguarding and protection in healthcare settings	2	3	26	Yes	Yes
DHS 10	A/651/2508	The principles of infection prevention and control	2	3	30	Yes	Yes
DHS 12	D/651/2509	Cleaning, decontamination and waste management	2	2	20	Yes	Yes
DHS 13	J/651/2510	Understand mental health conditions	2	2	14	Yes	Yes
AN 1	K/651/2511	Undertake physiological measurements	2	3	20	Yes	Yes
EDM 1	A/651/2580	Principles of professional practice	2	2	18	No	Yes
EDM 2	D/651/2581	Working as part of a professional team	2	3	20	No	Yes
EDM 3	F/651/2582	Preparing for employment in a healthcare setting	2	2	15	No	Yes

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





## Extended Diploma optional units

The two units listed below are only applicable to the extended diploma.

## Employability Skills

For learners wishing to study Employability Skills in further breadth and depth, NCFE recommend learners select from the following optional units. Please see the mapping document (on the qualification's page on the NCFE website) for further details of how each unit aligns to the knowledge and skills for the Healthcare Support Worker occupational standard.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
EDO 4	J/651/2584	Reflexive and reflective practice	2	2	15
EDO 5	K/651/2585	Contribute to effective communication in healthcare settings	2	2	15

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



## Optional units

All units listed below are applicable to both the diploma and extended diploma.

### Adult Nursing Support optional units

For learners wishing to study Adult Nursing Support, NCFE recommend learners select from the following optional units to support full alignment to the KSBs of the Healthcare Support worker occupational standard. Learners may wish to select other units within this pathway which may be applicable to the learners' roles and responsibilities. Please see the mapping document (on the qualification's page on the NCFE website) for further details of how each unit aligns to the knowledge and skills for the Healthcare Support Worker occupational standard.

- AN 2 Undertake personal hygiene activities with individuals
- AN 15 Assist in the administration of medication
- AN 81 Prepare individuals for healthcare activities
- HSC S 6 Contribute to supporting individuals with autism spectrum disorder (ASD)
- HSC S 14 Contribute to supporting individuals with learning disabilities to access healthcare
- HSC S 28 Support stroke care management

The table below lists all the units available in the Adult Nursing Support optional unit group.



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
AN 2	Y/651/2516	Undertake personal hygiene activities with individuals	2	3	24
AN 15	A/651/2517	Assist in the administration of medication	2	3	25
AN 17	D/651/2518	Understand how to obtain and test specimens from individuals	2	2	15
AN 25	F/651/2519	Move and position individuals safely in accordance with their care plan	2	4	27



AN 28	K/651/2520	Undertake agreed pressure area care	2	4	30
AN 30	L/651/2521	Understand the administration of medication	3	3	28
AN 35	M/651/2522	Understand the process and experience of dementia	3	4	23
AN 36	R/651/2523	Care for the older person	2	2	10
AN 38	T/651/2524	Support independence in the tasks of daily living	2	5	37
AN 39	Y/651/2525	Awareness of mental health legislation	3	3	28
AN 41	A/651/2526	Understand how to work in partnership with families to support individuals	3	3	27
AN 46	D/651/2527	Support individuals to live at home	3	4	29
AN 47	F/651/2528	Dementia awareness	2	2	7
AN 50	H/651/2529	Understand how to support individuals at the end of life	3	6	50
AN 52	L/651/2530	Support individuals who are bereaved	3	4	30
AN 57	M/651/2531	Support individuals to access and use information about services and facilities	2	3	20
AN 64	R/651/2532	Support individuals to manage continence	2	3	31
AN 65	T/651/2533	Support individuals who are distressed	2	3	21



AN 68	Y/651/2534	Understand how to support individuals to meet personal care needs	2	2	16
AN 69	D/651/2536	Support individuals to eat and drink	2	2	15
AN 70	F/651/2537	Provide support to manage pain and discomfort	2	2	15
AN 71	H/651/2538	Understand how to provide support for sleep	2	2	13
AN 72	J/651/2539	Support individuals with specific communication needs	3	5	35
AN 73	M/651/2540	Support individuals undergoing healthcare activities	2	3	30
AN 79	R/651/2541	Understand planning and the practical application of health promotion	2	2	12
AN 81	T/651/2542	Prepare individuals for healthcare activities	2	3	22
AN 82	Y/651/2543	Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings	2	2	15
AN 83	A/651/2544	Assist the practitioner to carry out healthcare activities	2	3	19
AN 84	D/651/2545	Monitor and maintain the environment and resources during and after healthcare activities	2	3	20
AN 98	F/651/2546	Contribute to the effectiveness of teams	2	2	5
HSC AS 1	H/651/2547	Support activities for individuals and groups that promote wellbeing	2	4	30
HSC AS 13	K/651/2549	Support individuals to meet nutritional and hydration needs	2	4	28



HSC AS 15	R/651/2550	Understand personalisation in adult care	3	3	22
HSC AS 16	T/651/2551	Understand the principles of positive behaviour support	2	4	35
HSC AS 22	D/651/2554	Support person-centred thinking, planning and review	2	4	30
HSC AS 24	F/651/2555	Contribute to facilitating person-centred assessment, planning, implementation and review	3	6	45
HSC AS 26	J/651/2557	Support care plan activities	2	2	13
HSC S 1	K/651/2558	Contribute to supporting individuals with acquired brain injury and their families and carers	2	3	25
HSC S 2	L/651/2559	Understand the impact of acquired brain injury on individuals	2	3	25
HSC S 5	T/651/2560	Understand autism spectrum disorder (ASD)	2	3	25
HSC S 6	A/651/2562	Contribute to supporting individuals with autism spectrum disorder (ASD)	3	4	33
HSC S 8	D/651/2563	Support individuals with dementia	2	4	35
HSC S 10	H/651/2565	Diabetes awareness	2	3	28
HSC S 12	J/651/2566	Awareness of end of life care	2	3	28
HSC S 15	L/651/2568	Understanding learning disability	2	3	25
HSC S 14	Y/651/2570	Contribute to supporting individuals with learning disabilities to access healthcare	2	3	27





HSC S 16	A/651/2571	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
HSC S 21	D/651/2572	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	25
HSC S 23	H/651/2574	Support individuals with Parkinson's disease	3	3	25
HSC S 25	J/651/2575	Awareness of sensory loss	2	2	16
HSC S 27	K/651/2576	Support the assessment of individuals with sensory loss	3	3	22
HSC S 28	L/651/2577	Support stroke care management	2	3	28
HSC S 30	R/651/2579	Parkinson's disease awareness	2	3	30



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



## Mental Health Support optional units

For learners wishing to study Mental Health Support, NCFE recommend learners select from the following optional units to support full alignment to the KSBs of the Healthcare Support worker occupational standard. Learners may wish to select other units within this pathway which may be applicable to the learners' roles and responsibilities. Please see the mapping document (on the qualification's page on the NCFE website) for further details of how each unit aligns to the knowledge and skills for the Healthcare Support Worker occupational standard.

- DHS 14 Understand mental wellbeing and mental health promotion
- HSC AS 25 Contribute to the support of positive risk-taking for individuals
- HSC S 18 Support mental wellbeing and mental health
- HSC S 29 Understanding mental health

The table below lists all the units available in the Mental Health Support optional unit group.

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
★	DHS 14	L/651/2512	Understand mental wellbeing and mental health promotion	3	3	20
	HSC AS 25	H/651/2556	Contribute to the support of positive risk-taking for individuals	2	3	27
	HSC S 18	F/651/2573	Support mental wellbeing and mental health	2	3	25
★	HSC S 29	M/651/2578	Understanding mental health	2	4	40

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



## Allied Health Profession Therapy Support optional units

For learners wishing to study Allied Health Profession Therapy Support, NCFE recommend learners select from the following optional units to support full alignment to the KSBs of the Healthcare Support worker occupational standard. Learners may wish to select other units within this pathway which may be applicable to the learners' roles and responsibilities. Please see the mapping document (on the qualification's page on the NCFE website) for further details of how each unit aligns to the knowledge and skills for the Healthcare Support Worker occupational standard.

- AHP 3 Contribute to monitoring the health of individuals affected by health conditions
- AHP 4 Principles of health promotion
- AHP 20 Provide support for mobility
- HSC AS 6 Support Individuals in the use of assistive living technology
- HSC AS 21 Understand how to support individuals with foot care

The table below lists all the units available in the Allied Health Profession Therapy Support optional unit group.



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
AHP 3	M/651/2513	Contribute to monitoring the health of individuals affected by health conditions	2	2	18
AHP 4	R/651/2514	Principles of health promotion	2	2	13
AHP 20	T/651/2515	Provide support for mobility	2	2	14
HSC AS 6	J/651/2548	Support individuals in the use of assistive living technology	2	3	19
HSC AS 20	Y/651/2552	Provide support for therapy sessions	2	2	14
HSC AS 21	A/651/2553	Understand how to support individuals with foot care	2	3	25





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

## Barred unit combinations

The rules of combination of the Level 2 Diploma in Care will not allow the following units to be taken together:

If taken		Cannot be taken (and vice versa)	
Unit number	Unit title	Unit number	Unit title
L/651/2521	Understand the administration of medication	A/651/2517	Assist in the administration of medication
L/651/2559	Understand the impact of acquired brain injury on individuals	K/651/2558	Contribute to supporting individuals with acquired brain injury and their families and carers
M/651/2578	Understanding mental health	F/651/2573	Support mental wellbeing and mental health



## Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication.