

NCFE

CACHE



Optional units

**NCFE CACHE Level 2 Diploma in Health and
Social Care (Adults) (Northern Ireland)
QN: 603/4401/5**

Contents

Section 1	3
Introduction	4
Support Handbook	4
Section 2	6
Unit content and assessment guidance	7
Unit 05 Mental health and wellbeing	12
Unit 06 Understanding mental health	16
Unit 07 Support mental wellbeing and mental health	19
Unit 08 Dementia awareness	22
Unit 09 Understand personalisation in adult care	24
Unit 10 Infection prevention and control	26
Unit 11 Understand learning disability	29
Unit 12 Understand autism spectrum condition (ASC)	33
Unit 13 Support individuals with autism spectrum condition (ASC)	36
Unit 14 Understand physical disability	40
Unit 15 Understand the impact of acquired brain injury on individuals	43
Unit 16 Support individuals with acquired brain injury and their families and carers	47
Unit 17 Introductory awareness of models of disability	51
Unit 18 Assist in the administration of medication	53
Unit 19 Administer medication to individuals and monitor the effects	57
Unit 20 Provide support for mobility	60
Unit 21 Provide support to manage pain and discomfort	64
Unit 22 Support participation in learning and development activities	67
Unit 23 Support independence in the tasks of daily living	70
Unit 24 Provide support for journeys	73
Unit 25 Support individuals to access and use information about services and facilities	76
Unit 26 Contribute to supporting group care activities	79
Unit 27 Undertake agreed pressure area care	83
Unit 28 Move and position individuals in accordance with their care plan	87
Unit 29 Meet food safety requirements when providing food and drink for individuals	90
Unit 30 Support individuals to live at home	93
Unit 31 Support individuals at the end of life	96
Unit 32 Prepare for and carry out extended feeding techniques	100
Unit 33 Provide active support	104
Unit 34 Support individuals to maintain personal hygiene	108
Unit 35 Undertake personal hygiene activities with individuals	112
Unit 36 Contribute to supporting individuals with learning disabilities to access healthcare	115
Unit 37 Contribute to the support of individuals with multiple conditions and/or disabilities	119
Unit 38 Support individuals in the use of assistive living technology	123
Unit 39 Support individuals to negotiate environments	128
Section 3	131
Explanation of terms	132
Section 4	134
Additional information	135
Resource requirements	135
Support for centres	135
Learning resources	135
Contact us	136

Section 1

Introduction

Introduction

This document is an extension of the Qualification Specification for Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland), and contains details of all the optional units available for this qualification.

To ensure that you are using the most up-to-date version of this Optional Units document, please check the version number and date in the page footer against that of the Optional Units document on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Reproduction by **approved** centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information.
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners.
- any photographs in this publication are either our exclusive property or used under licence from a third-party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

Support Handbook

This document must be used alongside the Qualification Specification and the mandatory Support Handbook on the Qualifications page on the NCFE website which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Optional Units document contains all of the qualification specific information for the optional units you will need that is not covered in the Support Handbook.

Terminology relating to Autism in this document

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

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may be change. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the optional unit content of this qualification. All units must be taught in context of legislation and statutory guidance followed in Northern Ireland.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 our Quality Assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

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

For further information or guidance about this qualification, please contact our Customer Support team.

Optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 05	K/617/3377	Mental health and wellbeing	3	4	33	
★	Unit 06	Y/506/2880	Understanding mental health	2	4	40	
	Unit 07	K/616/6543	Support mental wellbeing and mental health	2	3	25	
★	Unit 08	K/615/7227	Dementia awareness	2	2	7	
★	Unit 09	L/616/6339	Understand personalisation in adult care	3	3	22	
★	Unit 10	H/617/3376	Infection prevention and control	2	4	33	
★	Unit 11	Y/616/6540	Understand learning disability	2	3	25	
★	Unit 12	R/616/6536	Understand autism spectrum condition (ASC)	2	3	25	
	Unit 13	Y/616/6537	Support individuals with autism spectrum condition (ASC)	3	4	33	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	Unit 14	L/601/6117	Understand physical disability	2	2	19	
☆	Unit 15	F/616/6533	Understand the impact of acquired brain injury on individuals	2	3	25	
	Unit 16	J/616/6534	Support individuals with acquired brain injury and their families and carers	2	3	25	
☆	Unit 17	Y/601/3446	Introductory awareness of models of disability	2	2	15	
	Unit 18	Y/615/7174	Assist in the administration of medication	2	4	25	
	Unit 19	R/615/7335	Administer medication to individuals and monitor the effects	3	5	30	
	Unit 20	T/615/7215	Provide support for mobility	2	2	14	
	Unit 21	K/615/7244	Provide support to manage pain and discomfort	2	2	15	
	Unit 22	Y/601/8632	Support participation in learning and development activities	2	3	23	
	Unit 23	D/615/7323	Support independence in the tasks of daily living	2	5	37	
	Unit 24	A/601/8025	Provide support for journeys	2	2	17	
	Unit 25	J/615/7168	Support individuals to access and use information about services and facilities	2	3	20	
	Unit 26	L/601/9471	Contribute to supporting group care activities	2	3	23	
	Unit 27	H/615/7324	Undertake agreed pressure area care	2	4	30	
	Unit 28	T/615/7229	Move and position individuals in accordance with their care plan	2	4	26	
	Unit 29	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	
	Unit 30	D/615/7337	Support individuals to live at home	3	4	29	
	Unit 31	M/615/7326	Support individuals at the end of life	3	6	50	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 32	L/615/7169	Prepare for and carry out extended feeding techniques	3	4	27	
Unit 33	Y/601/7352	Provide active support	2	3	27	
Unit 34	K/601/9963	Support individuals to maintain personal hygiene	2	2	17	
Unit 35	K/615/7177	Undertake personal hygiene activities with individuals	2	3	24	
Unit 36	D/616/6541	Contribute to supporting individuals with learning disabilities to access healthcare	2	3	27	
Unit 37	H/616/6542	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	25	
Unit 38	Y/616/6523	Support individuals in the use of assistive living technology	2	3	19	
Unit 39	F/601/5160	Support individuals to negotiate environments	2	4	32	

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

Barred unit combinations

The rules of combination for the Level 2 Diploma in Health and Social Care (Adults) (Northern Ireland) will not allow the following optional units to be taken together.

If taken			cannot be taken (<i>and vice versa</i>)		
Regulated unit number	Unit number	Unit title	Regulated unit number	Unit number	Unit title
Y/506/2880	Unit 06	Understanding mental health	K/616/6543	Unit 07	Support mental wellbeing and mental health
F/616/6533	Unit 15	Understand the impact of acquired brain injury on individuals	J/616/6534	Unit 16	Support individuals with acquired brain injury and their families and carers
Y/615/7174	Unit 18	Assist in the administration of medication	R/615/7335	Unit 19	Administer medication to individuals and monitor the effects

Unit 05 Mental health and wellbeing (K/617/3377)



Unit summary	The aim of this unit is to provide knowledge and understanding in relation to mental health and mental ill-health, the impact of mental ill-health on individuals and others, how to support mental health and strategies to promote mental health and wellbeing.
Credit value	4
Guided learning hours	33
Level	3
Mandatory/optional	Optional
NOS mapping	HSC 3111, 3112, HSC 3119, MH14 and MH25

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand mental health and mental ill-health	1.1 Define 'mental health'		
	1.2 Explain indicators of mental ill-health		
	1.3 Describe types of mental ill-health: <ul style="list-style-type: none"> • mood disorders • personality disorders • anxiety disorders • psychotic disorders • substance-related disorders • eating disorders • cognitive disorders 		
	1.4 Explain factors which influence mental health across the life span		
2. Understand the impact of mental ill-health on individuals and others	2.1 Discuss the impacts of mental ill-health on: <ul style="list-style-type: none"> • individuals • others 		
	2.2 Explain resilience in relation to mental health and wellbeing		
3. Understand how to support mental health	3.1 Explain how an individual can promote their own mental health and wellbeing		
	3.2 Explain how the practitioner can support an individual to promote their own mental health and wellbeing		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Understand strategies to promote mental health and wellbeing	4.1 Identify local, national and international strategies to promote mental health and wellbeing		
	4.2 Evaluate a local, national or international strategy to promote mental health and wellbeing		

Unit 05 Mental health and wellbeing (K/617/3377) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland. This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Types of evidence
Evidence could include: Factors: <ul style="list-style-type: none">• physical• social• emotional• cognitive• risk factors. Life span: <p>Learners are to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels on wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health.</p> Individuals: <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates.

Unit 05 Mental health and wellbeing (K/617/3377) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 05

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

Assessor name:

Signature:

Date:

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

Unit 06 Understanding mental health (Y/506/2880)



Unit summary	The aim of this unit is to provide learners with the knowledge and understanding required to understand mental health.
Credit value	4
Guided learning hours	40
Level	2
Mandatory/optional	Optional
NOS mapping	SCDHSC 0021, SCDHSC 0025, SCDHSC 0027, SCDHSC 0224, SCDHSC 0369, HSC 3111 and MH14
Barred unit	This unit is barred against Unit 07 - Support mental wellbeing and mental health (K/616/6543)

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 individual with mental health problems		
	1.3 Outline legal provisions for individuals who are unable to make decisions for themselves		
	1.4 Outline the legal principles of confidentiality and data protection in relation to individuals with mental health problems		
2. Know what is meant by mental health and mental ill-health	2.1 Define what is meant by mental health and mental ill-health		
	2.2 Describe the characteristics of mental wellbeing		
	2.3 Describe the risk factors associated with developing mental health problems		
	2.4 Identify examples of mental health problems		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 problems and their care		
4. Understand how mental healthcare has changed over time	4.1 Describe how mental healthcare has changed in relation to: <ul style="list-style-type: none"> • historical approaches to care • the use of community care 		
	4.2 Explain the impacts of the changes on individuals in mental healthcare		

Unit 06 Understanding mental health (Y/506/2880) (cont'd)

Assessment guidance

Delivery and assessment
This unit needs to be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

Assessor sign off of completed unit: Unit 06 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 07 Support mental wellbeing and mental health (K/616/6543)

Unit summary	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support mental wellbeing and mental health.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional
NOS mapping	MH14
Barred unit	This unit is barred against Unit 06 - Understanding mental health (Y/506/2880)

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 individual with mental health problems		
	1.3 Outline legal provisions for individuals who are unable to make decisions for themselves		
	1.4 Outline the legal principles of confidentiality and data protection in relation to individuals with mental health problems		
2. Know what is meant by mental health and mental ill-health	2.1 Define what is meant by mental health and mental ill-health		
	2.2 Describe the characteristics of mental wellbeing		
	2.3 Describe the risk factors associated with developing mental health problems		
	2.4 Identify examples of mental health problems		
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 problems and their care		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to support individuals' mental wellbeing and mental health	4.1 Describe how an individual may promote their own mental wellbeing and mental health		
	4.2 Support an individual to promote their own mental wellbeing and mental health		
	4.3 Support an individual to develop positive relationships		
	4.4 Contribute to an environment that promotes social inclusion		

Unit 07 Support mental wellbeing and mental health (K/616/6543) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcome 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

Assessor sign off of completed unit: Unit 07 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 08 Dementia awareness (K/615/7227)



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.
Credit value	2
Guided learning hours	7
Level	2
Mandatory/optional	Optional
NOS mapping	DEM 201

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand dementia	1.1 Define the term 'dementia'		
	1.2 Describe key functions of the brain that are affected by dementia		
	1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia		
2. Understand models of dementia	2.1 Outline the medical model of dementia		
	2.2 Outline the social model of dementia		
	2.3 Explain why dementia should be viewed as a disability		
3. Know types of dementia and their causes	3.1 List 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 experience living with dementia		
	4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia		

Unit 08 Dementia awareness (K/615/7227) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Health's Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Experience living with dementia: Depending on age, type of dementia and level of ability and disability. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates.

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

Assessor sign off of completed unit: Unit 08 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 09 Understand personalisation in adult care (L/616/6339)



Unit summary	The aim of this unit is to provide learners with the knowledge and understanding required in relation to personalisation in adult care.
Credit value	3
Guided learning hours	22
Level	3
Mandatory/optional	Optional
NOS mapping	HSC 24, HSC 35, HSC 346, HSC 3119

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand personalisation in social care	1.1 Summarise current legislation, statutory guidance and national policies that promote personalisation		
	1.2 Define the term 'personalisation'		
	1.3 Explain the relationship between personalisation, rights, choice and control, independent living and wellbeing		
2. Understand systems which promote personalisation	2.1 Summarise local and national systems which 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 individuals or their families can access in relation to personalised care services		
	3.5 Outline the role of independent advocacy in promoting personalisation		

Unit 09 Understand personalisation in adult care (L/616/6339) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Local and national systems: <ul style="list-style-type: none">• assessed and eligible• assessed and self-funded• personal budgets• direct payments• deferred payment agreements• carers allowance• benefits and grants. Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

Assessor sign off of completed unit: Unit 09 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 10 Infection prevention and control (H/617/3376)



Unit summary	The aim of this unit is to provide knowledge and understanding in relation to the causes of infection, the transmission of infection, the legal framework in relation to infection prevention and control, the use of Personal Protective Equipment (PPE) and the importance of good personal hygiene.
---------------------	--

Credit value	4
Guided learning hours	33
Level	2
Mandatory/optional	Optional
NOS mapping	IPC01.2012

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the causes of infection	1.1 Describe types of micro-organisms		
	1.2 Identify common illnesses and infections caused by micro-organisms		
	1.3 Describe what is meant by: <ul style="list-style-type: none"> • infection • colonisation 		
	1.4 Explain what is meant by: <ul style="list-style-type: none"> • systemic infection • localised infection 		
2. Understand the transmission of infection	2.1 Summarise the chain of infection		
	2.2 Explain conditions needed for the growth of micro-organisms		
	2.3 Explain how micro-organisms are transmitted		
3. Understand the legal framework in relation to infection prevention and control	3.1 Summarise in relation to infection prevention and control: <ul style="list-style-type: none"> • legislation and regulation • local and organisational policies • procedures and systems 		
	3.2 Explain the process of risk assessment in relation to infection prevention and control		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Understand the use of Personal Protective Equipment (PPE) in relation to infection prevention and control	4.1 Describe different types of PPE		
	4.2 Explain protocol in relation to: <ul style="list-style-type: none"> • use of PPE • removal of PPE • disposal of PPE 		
5. Understand the importance of good personal hygiene in relation to infection prevention and control	5.1 Describe principles of good personal hygiene		
	5.2 Explain the correct hand-washing technique		
	5.3 Explain when and why hand-washing should be carried out		
	5.4 Describe the types of products used for hand-washing		
	5.5 Describe correct procedures that relate to skincare		

Unit 10 Infection prevention and control (H/617/3376) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland. This unit must be assessed in line with Skills for Care and Development Assessment Principles.
Types of evidence
Evidence could include: Micro-organisms: <ul style="list-style-type: none">• bacteria• virus• fungi• protozoan.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 10 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
--

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

Unit 11 Understand learning disability (Y/616/6540)



Unit summary	The aim of this unit is to provide learners with knowledge and understanding of learning disability.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand legislation and policies in relation to learning disability	1.1 Define 'learning disability'		
	1.2 Outline legislation and policies in relation to individuals 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 medical model and the social model of learning disability		
	2.3 Describe the impact of learning disability on the individual in relation to: <ul style="list-style-type: none"> • social health and wellbeing • emotional health and wellbeing • cognitive health and wellbeing • physical health and wellbeing 		
	2.4 Describe the impact of learning disability on the outcomes and life chances of individuals		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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"> • the provision of care and support • where the individual lives • daytime activities • employment • sexual relationships • parenthood • the provision of healthcare 		
	3.3 Describe the support available for individuals with learning disabilities		

Unit 11 Understand learning disability (Y/616/6540) (cont'd)

Assessment guidance

Delivery and assessment
<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p> <p>Mapping: Care Certificate Standards: Standard 9: Awareness of Mental Health, Dementia and Learning Disabilities</p>
Types of evidence
<p>Evidence could include:</p> <p>Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Medical model:</p> <ul style="list-style-type: none">• biological/physical aspects• diagnosis and treatment• independence• choice• medical experts. <p>Social model may include:</p> <ul style="list-style-type: none">• individual experience• social perceptions• societal change• removing barriers• equality, inclusion and participation. <p>Impact may include:</p> <ul style="list-style-type: none">• independence• relationships• self-confidence, self-esteem• contribution• aspirations• achievement• education/employment• discrimination.

Unit 11 Understand learning disability (Y/616/6540) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 11

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

Assessor name:

Signature:

Date:

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

Unit 12 Understand autism spectrum condition (ASC) (R/616/6536)



Unit summary	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum condition (ASC).
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the characteristics associated with autism spectrum condition (ASC)	1.1 Outline the differences in communication and social interaction associated with autism spectrum condition (ASC)		
	1.2 Outline how inflexibility and special interests may affect individuals 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 which may be associated with autism spectrum condition		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand behaviour within the context of an individual with autism spectrum condition	3.1 Describe a range of behavioural characteristics associated with autism spectrum condition		
	3.2 Outline reasons for an individual's behaviour within the context of autism spectrum condition		
	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 condition	4.1 Explain the importance of structure and routine which is individualised to match the wishes and needs of the individual		
	4.2 Identify formal and informal support networks for an individual with an autism spectrum condition		
	4.3 Explain why it is important to involve others in the support of individuals with an autism spectrum condition		
	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 autism spectrum condition		
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 autism spectrum condition		
	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 autism spectrum condition		
	5.5 Give examples of how assistive technology 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		

Unit 12 Understand autism spectrum condition (ASC) (R/616/6536) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Autism spectrum condition (ASC): The terminology chosen to describe the autism spectrum in this unit is autism spectrum condition (ASC), one of several different terms used. In diagnosis and other clinical and research settings, the term 'autism spectrum disorder' (ASD) is generally used. In addition, 'autism' is used as an umbrella term for the spectrum by organisations such as the National Autistic Society. ASC has been used as the term 'condition' is more positive, suggesting difference rather than a 'disorder'. Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Assistive technology: The increasing range of apps that are designed for and used to encourage social interaction and language development.

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

Assessor sign off of completed unit: Unit 12 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 13 Support individuals with autism spectrum condition (ASC) (Y/616/6537)

Unit summary	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with autism spectrum condition (ASC).
Credit value	4
Guided learning hours	33
Level	3
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand legislative frameworks that relate to individuals with autism spectrum conditions (ASC)	1.1 Outline the legislative frameworks that relate to an individual with autism spectrum condition		
	1.2 Explain how legislative frameworks underpin the development of services for individuals with autistic spectrum condition		
2. Understand the main characteristics of autism spectrum conditions	2.1 Outline a range of theories relating to autism spectrum condition		
	2.2 Explain characteristics that are associated with autism spectrum condition		
	2.3 Describe the sensory processing and perceptual differences associated with autism		
	2.4 Describe the effects of other conditions that may co-occur with autism		
	2.5 Describe how autism may affect speech and language development		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to support individuals with autism spectrum conditions	3.1 Identify the unique abilities, needs, strengths and interests of an individual with autism		
	3.2 Encourage an individual to recognise their strengths and abilities		
	3.3 Support an individual with an autism spectrum condition to develop their personal skills		
	3.4 Support an individual and others to develop strategies for managing the impact of an autism spectrum condition		
4. Be able to support individuals with autism spectrum condition with social interaction and communication	4.1 Work with an individual and others to identify strategies and methods for communication		
	4.2 Use strategies and methods to support an individual to communicate		
	4.3 Identify patterns of behaviour associated with an individual's autism		
	4.4 Support an individual and others to recognise the significance and meaning of their behaviour		
	4.5 Support an individual to develop strategies to manage their behaviour in different situations		
5. Be able to support an individual with autism through transitions and change	5.1 Support an individual through a transition		
	5.2 Work with an individual and others to recognise routines that are important to the individual		
	5.3 Enable an individual to use routines to make sense of and order their daily life		
	5.4 Support an individual during changes to their routines		
	5.5 Adapt the physical sensory environment to: <ul style="list-style-type: none"> • reduce sensory overload • increase sensory stimulation 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
6. Be able to support individuals with autism to promote their safety, wellbeing and fulfilment	6.1 Work with an individual and others to develop strategies to manage the physical and sensory environment		
	6.2 Support an individual to select and access services and facilities		
	6.3 Use strategies to support individuals with autism to develop skills for personal safety		
	6.4 Describe the actions to take if there is concern about an individual's safety and wellbeing		

Unit 13 Support individuals with autism spectrum condition (ASC) (Y/616/6537) (cont'd)

Assessment guidance

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

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

Assessor sign off of completed unit: Unit 13 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 14 Understand physical disability (L/601/6117)



Unit summary The aim of this unit is to provide an understanding of the different forms of physical disability, their causes and the impact they have. It will help learners gain an understanding of the attitudes those individuals with physical disability face and how to help support them manage their disability and maintain independence.

Credit value	2
Guided learning hours	19
Level	2
Mandatory/optional	Optional

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain why it is important to recognise and value an individual as a person		
	1.2 Describe the importance of recognising an individual's strengths and abilities		
	1.3 Describe how to work in a person-centred way that fully involves the individual		
2. Understand the concept of physical disability	2.1 Describe what is meant by physical disability		
	2.2 Describe what a congenital disability is		
	2.3 Give examples of congenital disabilities and their causes		
	2.4 Describe what a progressive disability is		
	2.5 Give examples of progressive disabilities and their causes		
3. Understand how the challenges of living with a physical disability can be addressed	3.1 Identify social and physical barriers that can have a disabling effect on an individual		
	3.2 Identify positive and negative attitudes towards individuals with a disability		
	3.3 Describe steps that can be taken to challenge and change discriminatory attitudes		
	3.4 Describe the impact of disability legislation on community attitudes and practices		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.5 Describe the effects that having a physical disability can have on a person's day-to-day life		
	3.6 Identify the importance for the individual of positive risk-taking		
4. Understand the importance of independence and inclusion for the individual with physical disability	4.1 Describe how the individual can be in control of their care needs and provision of social care services		
	4.2 Describe the importance of supporting independence and inclusion within the community		
	4.3 Describe how to assist with independence and inclusion within the community		

Unit 14 Understand physical disability (L/601/6117) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: The person requiring care or support. Day-to-day life: <ul style="list-style-type: none">• education opportunities• housing• employment• access to leisure activities• relationships• healthcare.

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

Assessor sign off of completed unit: Unit 14 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 15 Understand the impact of acquired brain injury on individuals (F/616/6533)



Unit summary The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury.

Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Barred unit	This unit is barred against Unit 16 - Support individuals with acquired brain injury and their families and carers (J/616/6534).

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand acquired brain injury	1.1 Describe acquired brain injury		
	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 individuals		
	2.2 Identify long-term effects of acquired brain injury, to include: <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural • emotional 		
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 communication challenges presented to individuals and the practitioner by: <ul style="list-style-type: none"> • dysphasia • dysarthria 		
	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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 changes in personality on an individual with acquired brain injury and others		
5. Understand the impact of behaviours that challenge	5.1 Describe behaviours that challenge		
	5.2 Outline the importance of a non-confrontational approach		
	5.3 Describe how behaviour that challenges may impact those providing care		
	5.4 Identify support available to manage behaviour that challenges		
	5.5 Describe how to record and report behaviour that challenges		

Unit 15 Understand the impact of acquired brain injury on individuals (F/616/6533) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Acquired brain injury: <ul style="list-style-type: none">• traumatic brain injury• mild/moderate brain injury• severe brain injury. Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Functional: The individual's ability to carry out day-to-day tasks, eg dressing, washing and cooking. It does not solely mean the physical ability but can also mean concentration, motivation for doing tasks. Communication challenges: <ul style="list-style-type: none">• word-finding• indistinct speech. Changes in personality: <ul style="list-style-type: none">• irritability• uninhibited behaviour• frustration• loss of social skills• lack of self-awareness• lack of insight. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Behaviours that challenge: <ul style="list-style-type: none">• physical violence• threatening language• sexual inhibitions. •

Unit 15 Understand the impact of acquired brain injury on individuals (F/616/6533) (cont'd)

Types of evidence (cont'd)

Those providing care:

- family
- friends
- care workers
- practitioners
- other professionals.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 15

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

Assessor name:

Signature:

Date:

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

Unit 16 Support individuals with acquired brain injury and their families and carers (J/616/6534)

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.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional
Barred unit	This unit is barred against Unit 15 - Understand the impact of acquired brain injury on individuals (F/616/6533).

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand acquired brain injury	1.1 Describe ' acquired brain injury '		
	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 individual		
	2.2 Identify the long-term effects of acquired brain injury to include: <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural • emotional 		
	2.3 Explain what is meant by: <ul style="list-style-type: none"> • dysphasia • dysarthria 		
	2.4 Outline changes in personality 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"> • an individual with acquired brain injury • others 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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"> • person-centred • family-centred 		
	3.3 Outline the rights of carers		
4. Be able to respond to behaviour that challenges	4.1 Identify behaviours that challenge		
	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		
5. Be able to support families and carers of individuals with acquired brain injury	5.1 Communicate with families and carers to identify support needs		
	5.2 Recognise when a primary carer is entitled to a Carer's Assessment and signpost		
	5.3 Report additional needs of primary carers		

Unit 16 Support individuals with acquired brain injury and their families and carers (J/616/6534) (cont'd)

Assessment guidance

Delivery and assessment
This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland. Learning outcomes 4 and 5 must be assessed in a real work environment.
Types of evidence
Evidence could include: Acquired brain injury: <ul style="list-style-type: none">• traumatic brain injury• mild/moderate brain injury• severe brain injury. Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Functional: The individual's ability to carry out day-to-day tasks, eg dressing, washing and cooking. It does not solely mean physical ability but can also mean concentration and motivation for doing tasks. Changes in personality: <ul style="list-style-type: none">• irritability• uninhibited behaviour• frustration• loss of social skills• change in self-awareness• changes in insight. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Behaviours that challenge may include: <ul style="list-style-type: none">• physical violence• threatening language.

**Unit 16 Support individuals with acquired brain injury and their families and carers (J/616/6534)
(cont'd)**

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 16

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

Assessor name:

Signature:

Date:

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

Unit 17 Introductory awareness of models of disability (Y/601/3446)



Unit summary	The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	This unit is linked to the Sensory Services 1, 2, 3, 10, 11.

Learner name:	
Centre no:	

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

Unit 17 Introductory awareness of models of disability (Y/601/3446) (cont'd)

Assessment guidance

Delivery and assessment

This unit must be assessed in line with Skills for Care and Development Assessment Principles.
This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 17

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

Assessor name:

Signature:

Date:

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

Unit 18 Assist in the administration of medication (Y/615/7174)

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.
Credit value	4
Guided learning hours	25
Level	2
Mandatory/optional	Optional
NOS mapping	CHS2
Barred unit	This unit is barred against Unit 19 - Administer medication to individuals and monitor the effects (R/615/7335).

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 own role in assisting in the administration of medication	2.1 Describe own 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 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 assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication		
	3.2 Describe the different routes for the administration of medication		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility		
	3.4 Describe the various aids which can be used to help individuals take their medication		
	3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice		
	3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice		
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 prepare for the administration of medication	5.1 Obtain or confirm valid consent for the administration of medication		
	5.2 Apply standard precautions for infection control		
	5.3 Select, check and prepare the 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 or the pharmacist		
	5.5 Check and confirm 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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	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 others		
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 obtain new stocks when required		

Unit 18 Assist in the administration of medication (Y/615/7174) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 5, 6 and 7 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent: Must be in line with agreed UK country definition.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 18 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
--

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

Unit 19 Administer medication to individuals and monitor the effects (R/615/7335)

Unit summary This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Credit value	5
Guided learning hours	30
Level	3
Mandatory/optional	Optional
NOS mapping	CHS3
Barred unit	This unit is barred against Unit 18 - Assist in the administration of medication (Y/615/7174).

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication		
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects		
	2.2 Identify medication which demands specific physiological measurements		
	2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required		
	2.4 Explain the different routes of medicine administration		
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes		
	3.2 Identify the required information from prescriptions/medication administration charts		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to prepare for the administration of medication	4.1 Apply standard precautions for infection control		
	4.2 Explain ways to ensure the appropriate timing of medication		
	4.3 Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns		
	4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet		
5. Be able to administer and monitor medication	5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary		
	5.2 Safely administer the medication: <ul style="list-style-type: none"> • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual 		
	5.3 Describe how to report any immediate problems with the administration		
	5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay		
	5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others		
	5.6 Maintain the security of medication and related records throughout the process		
	5.7 Return medication and related records to the correct place for storage		
	5.8 Describe how to dispose of out-of-date and part-used medications in accordance with legal and organisational requirements		

Unit 19 Administer medication to individuals and monitor the effects (R/615/7335) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 19 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
--

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

Unit 20 Provide support for mobility (T/615/7215)

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.

Credit value	2
Guided learning hours	14
Level	2
Mandatory/optional	Optional
NOS mapping	SCDHSC0215

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of mobility	1.1 Define 'mobility'		
	1.2 Explain how different health conditions may affect and be affected by mobility		
	1.3 Outline the effects that reduced mobility may have on an individual's wellbeing		
	1.4 Describe the benefits of maintaining and improving mobility		
2. Be able to prepare for mobility activities	2.1 Agree mobility activities with the individual and others , 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 mobility equipment and appliances 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 active participation of the individual during a mobility activity		
	3.2 Assist an individual to use mobility appliances correctly and safely		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	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"> • choice of activities • equipment • appliances • the support provided 		

Unit 20 Provide support for mobility (T/615/7215) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Wellbeing: <ul style="list-style-type: none">• social• emotional• cultural• spiritual• intellectual• economic• physical• mental. Mobility activities: <ul style="list-style-type: none">• exercises• physiotherapy• occupational therapy• household activities• group activities. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Mobility equipment and appliances: <ul style="list-style-type: none">• wheelchairs• sticks• walking frames• custom-made appliances. 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.

Unit 20 Provide support for mobility (T/615/7215) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 20

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

Assessor name:

Signature:

Date:

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

Unit 21 Provide support to manage pain and discomfort (K/615/7244)

Unit summary This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand how to support individuals to manage pain and discomfort.

Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	SCDHSC0216, SFHCHS164

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand approaches to managing pain and discomfort	1.1 Explain the importance of a holistic approach to managing pain and discomfort		
	1.2 Describe different approaches to alleviate pain and minimise discomfort		
	1.3 Outline agreed ways of working that relate to managing pain and discomfort		
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an individual's 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 assessment tools 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		
	2.8 Carry out agreed measures to alleviate pain and discomfort		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort		
	3.2 Complete records in line with agreed ways of working		
	3.3 Report findings and concerns as required		

Unit 21 Provide support to manage pain and discomfort (K/615/7244) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2 and 3 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Agreed ways of working: Policies and procedures where these exist; they may be less formally documented with micro-employers. Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Assessment tools: The use of pain scores.

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

Assessor sign off of completed unit: Unit 21 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 22 Support participation in learning and development activities (Y/601/8632)

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

Credit value	3
Guided learning hours	23
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 211

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify different reasons why individuals may take part in activities for learning or development		
	1.2 Describe the benefits of different activities for learning or development in which individuals may take part		
	1.3 Describe possible barriers to individuals engaging in learning or development activities		
	1.4 Explain why active participation is important when supporting individuals in learning or development activities		
	1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity		
2. Be able to support individuals to prepare for taking part in learning and development activities	2.1 Support an individual to make informed decisions about their participation in a learning or development activity		
	2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity		
	2.3 Support the individual before a learning or development activity to minimise any barriers to their participation		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to contribute to preparing the environment and resources for learning and development activities	3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity		
	3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity		
4. Be able to support individuals to take part in learning and development activities	4.1 Describe different ways of supporting the individual to take part in learning or development activities		
	4.2 Provide the agreed type and level of support to enable the individual to engage with an activity		
	4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation		
	4.4 Explain what action to take if the individual becomes distressed or feels unable to continue		
	4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity		
	4.6 Complete required records about the learning or development activity		
5. Be able to contribute to the evaluation of learning or development activities	5.1 Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual		
	5.2 Support the individual to provide feedback on the activity and the support provided		
	5.3 Work with the individual and others to evaluate the learning or development activity		
	5.4 Work with the individual and others to agree and make changes to a learning or development activity or the support provided		

Unit 22 Support participation in learning and development activities (Y/601/8632) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Someone requiring care or support. Activities for learning or development: <ul style="list-style-type: none">• intellectual pursuits• activities to promote fitness or mobility• activities relating to skills development• activities to promote participation and interaction. 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. Others: <ul style="list-style-type: none">• family members• advocates• line manager• specialists.

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

Assessor sign off of completed unit: Unit 22 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 23 Support independence in the tasks of daily living (D/615/7323)

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

Credit value	5
Guided learning hours	37
Level	2
Mandatory/optional	Optional
NOS mapping	SCDHSC0027

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand principles for supporting independence in the tasks of daily living	1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living		
	1.2 Explain how active participation 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 care plan and agreed ways of working		
	2.2 Clarify with the individual and others 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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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		
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		

Unit 23 Support independence in the tasks of daily living (D/615/7323) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. 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. Care plan: May have other names, eg support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed. Others: <ul style="list-style-type: none">• family• friends• advocate• line manager.

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

Assessor sign off of completed unit: Unit 23 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 24 Provide support for journeys (A/601/8025)

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

Credit value	2
Guided learning hours	17
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 28

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand factors to consider when planning support for journeys	1.1 Describe different aspects and factors to consider when planning a journey		
	1.2 Describe different risks that may arise and ways to minimise these		
	1.3 Describe different types of communication technology that can support planning and making journeys safely		
2. Be able to support individuals to plan journeys	2.1 Agree with the individual the level and type of support needed for planning and making a journey		
	2.2 Support the individual to research a journey that they wish to make		
	2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working		
3. Be able to support individuals when making journeys	3.1 Support the individual in line with the journey plan		
	3.2 Describe ways to deal with unforeseen problems that may occur during a journey		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to review the support provided for individuals when making journeys	4.1 Describe what factors should be considered when reviewing support for the journey		
	4.2 Seek feedback from the individual on the support provided for the journey		
	4.3 Contribute to reviewing support for the journey		
	4.4 Revise the journey plan to take account of the review in line with agreed ways of working		

Unit 24 Provide support for journeys (A/601/8025) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Aspects and factors: <ul style="list-style-type: none">• the individual• the journey• health and safety. Individual: Someone requiring care or support. 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. Agreed ways of working: Policies and procedures where these exist.

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

Assessor sign off of completed unit: Unit 24 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

**Unit 25 Support individuals to access and use information about services and facilities
(J/615/7168)**

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

Credit value	3
Guided learning hours	20
Level	2
Mandatory/optional	Optional
NOS mapping	SCDHSC0234

Learner name:	
Centre no:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 active participation		
	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 preferences		
	4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information		
	4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals		

**Unit 25 Support individuals to access and use information about services and facilities
(J/615/7168) (cont'd)**

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Services and facilities: <ul style="list-style-type: none">• services provided within an individual's home• services to enable an individual to meet their social care needs• community facilities. Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

Assessor sign off of completed unit: Unit 25 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 26 Contribute to supporting group care activities (L/601/9471)

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

Credit value	3
Guided learning hours	23
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 228

Learner name:	
Centre no:	

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

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

Unit 26 Contribute to supporting group care activities (L/601/9471) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Group care activities: <ul style="list-style-type: none">• recreational or leisure activities• visits outside the usual setting• social activities. Individuals: Those requiring care or support. Wellbeing: <ul style="list-style-type: none">• physical• emotional• social• spiritual. Others: <ul style="list-style-type: none">• carers and family members• line manager• therapists or other specialists who may recommend group care activities• the local community. Agreed ways of working: Policies and procedures where these exist.

Unit 26 Contribute to supporting group care activities (L/601/9471) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 26

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

Assessor name:

Signature:

Date:

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

Unit 27 Undertake agreed pressure area care (H/615/7324)

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.
---------------------	---

Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Optional
NOS mapping	CHS5

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores		
	1.2 Identify pressure sites of the body		
	1.3 Identify factors which might put an individual at risk of skin breakdown and pressure sores		
	1.4 Describe how incorrect handling and moving techniques can damage the skin		
	1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores		
	1.6 Describe changes to an individual's skin condition that should be reported		
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care		
	2.2 Describe agreed ways of working relating to pressure area care		
	2.3 Describe why team working is important in relation to providing pressure area care		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to follow the agreed care plan	3.1 Describe why it is important to follow the agreed care plan		
	3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care		
	3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care		
	3.4 Describe actions to take where any concerns with the agreed care plan are noted		
	3.5 Identify the pressure area risk-assessment tools which are used in own work area		
	3.6 Explain why it is important to use risk-assessment tools		
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure		
	4.2 Describe safe use of aids and equipment		
	4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • materials • equipment • resources 		
5. Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines		
	5.2 Obtain valid consent for the pressure area care		
6. Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working 		
	6.2 Apply standard precautions for infection prevention and control		
	6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing		
	6.4 Move an individual using approved techniques and in accordance with the agreed care plan		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	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		

Unit 27 Undertake agreed pressure area care (H/615/7324) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent: Must be in line with agreed UK country definition. 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.

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

Assessor sign off of completed unit: Unit 27 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 28 Move and position individuals in accordance with their care plan (T/615/7229)

Unit summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.
---------------------	---

Credit value	4
Guided learning hours	26
Level	2
Mandatory/optional	Optional
NOS mapping	CHS6 2012

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals		
	1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals		
	1.3 Describe health and safety factors in relation to moving and positioning individuals		
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals		
	2.2 Describe the impact of specific conditions on the movement and positioning of an individual		
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> • the individual's care plan • the moving and handling risk assessment 		
	3.2 Identify any immediate risks to the individual		
	3.3 Describe the action to take in relation to identified risks		
	3.4 Describe the action to take if the individual's wishes conflict with their care plan		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> • adequate space for the move • potential hazards are removed 3.6 Apply standard precautions for infection control		
4. Be able to move and position an individual	4.1 Confirm the individual's identity and obtain valid consent		
	4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences 		
	4.3 Position the individual in accordance with their care plan		
	4.4 Communicate effectively with others involved in the manoeuvre		
	4.5 Describe the aids and equipment that may be used for moving and positioning		
	4.6 Use equipment to maintain the individual in the appropriate position		
	4.7 Encourage the individual's active participation in the manoeuvre		
	4.8 Monitor the individual throughout the activity		
	4.9 Record and report the activity, noting when the next positioning manoeuvre is due		
5. Know when to seek advice and/or assistance from others when moving and positioning an individual	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual		
	5.2 Describe sources of information available in relation to moving and positioning individuals		

Unit 28 Move and position individuals in accordance with their care plan (T/615/7229) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent: Must be in line with agreed UK country definition. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. 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.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 28 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
--

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

Unit 29 Meet food safety requirements when providing food and drink for individuals (T/601/9450)

Unit summary This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 213

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of food safety measures when providing food and drink for individuals	1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink		
	1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals		
	1.3 Explain why personal protective clothing should be used when handling food and drink		
	1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task		
	1.5 Explain the importance of clearing and disposing of food waste promptly and safely		
	1.6 Explain the importance of storing different types of food and drink safely		
2. Be able to maintain hygiene when handling food and drink	2.1 Explain when hands must be washed to maintain food hygiene		
	2.2 Demonstrate effective hand-washing for handling food and drink		
	2.3 Use personal protective clothing to maintain hygiene when handling food and drink		
	2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to meet safety requirements when preparing and serving food and drink for individuals	3.1 Describe practices to control hazards when preparing and serving food and drink		
	3.2 Prepare food and drink in ways that minimise risks to own safety and that of others		
	3.3 Serve food and drink in ways that minimise risks to own safety and that of others		
4. Be able to meet safety requirements when clearing away food and drink	4.1 Clear away food and drink in ways that minimise risks to own safety and that of others		
	4.2 Dispose of food waste promptly and safely		
	4.3 Clean utensils and equipment effectively after use		
	4.4 Store utensils and equipment safely		
5. Be able to store food and drink safely	5.1 Describe practices to control food safety hazards when storing different types of food and drink		
	5.2 Store different types of food and drink safely		
6. Know how to access additional advice or support about food safety	6.1 Identify sources of information about food safety		
	6.2 Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals		

**Unit 29 Meet food safety requirements when providing food and drink for individuals (T/601/9450)
(cont'd)**

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Someone requiring care or support. Others: <ul style="list-style-type: none">• the individual• family and friends of the individual• colleagues.

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

Assessor sign off of completed unit: Unit 29 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 30 Support individuals to live at home (D/615/7337)

Unit summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.
---------------------	---

Credit value	4
Guided learning hours	29
Level	3
Mandatory/optional	Optional
NOS mapping	SCDHSC0343

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an individual		
	1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home		
	1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home		
	1.4 Explain how risk management contributes to supporting individuals to live at home		
2. Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home		
	2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met		
	2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home		
	3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks		
	3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation		
	3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities		
4. Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home		
	4.2 Introduce the individual to new resources, services, facilities or support groups		
	4.3 Record and report on the outcomes of additional support measures in required ways		
5. Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for 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		

Unit 30 Support individuals to live at home (D/615/7337) (cont'd)

Assessment guidance

Delivery and assessment
Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Needs: <ul style="list-style-type: none">• personal• physical• financial• social• environmental• safety. Others: <ul style="list-style-type: none">• family• friends• advocates• others who are important to the individual person's wellbeing.

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

Assessor sign off of completed unit: Unit 30 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 31 Support individuals at the end of life (M/615/7326)

Unit summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.
---------------------	--

Credit value	6
Guided learning hours	50
Level	3
Mandatory/optional	Optional
NOS mapping	SCDHSC0385

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care		
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care		
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care		
	1.4 Identify the key people and services who may be involved in delivery of end of life care		
	1.5 Explain the concept of holistic care at the end of life		
	1.6 Describe the triggers that suggest individuals 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 influence end of life care		
	2.3 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care		
	3.2 Explain the purpose of advance care planning in relation to end of life care		
	3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs and preferences for their end of life care		
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role		
4. Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying		
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture		
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period		
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available		
	4.5 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies 		
	4.6 Contribute to partnership working with key people to support the individual's wellbeing		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
6. Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's care		
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways		
	6.3 Adapt support to reflect the individual's changing needs or responses		
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care		
	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working		
	7.3 Describe ways to support key people immediately following an individual's death		
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death		
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death		

Unit 31 Support individuals at the end of life (M/615/7326) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Key people: <ul style="list-style-type: none">• family members• friends• others who are important to the wellbeing of the individual. Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Wellbeing: <ul style="list-style-type: none">• social• emotional• cultural• spiritual• intellectual• economic• physical• mental.

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

Assessor sign off of completed unit: Unit 31 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 32 Prepare for and carry out extended feeding techniques (L/615/7169)

Unit summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.
---------------------	---

Credit value	4
Guided learning hours	27
Level	3
Mandatory/optional	Optional
NOS mapping	CHS17

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding		
	1.2 Explain the importance of following procedures exactly as specified		
2. Understand anatomy and physiology in relation to extended feeding	2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding		
	2.2 Explain the importance of fluid and nutritional balance to the health of individuals		
	2.3 Describe conditions where feeding may be undertaken by extended methods		
3. Understand extended feeding techniques	3.1 Explain techniques for extended feeding		
	3.2 Describe equipment and materials that may be used for extended feeding		
	3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences		
	3.4 Describe how to recognise and deal with adverse reactions which may occur: <ul style="list-style-type: none"> • during procedures • following procedures 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding		
	4.2 Describe the potential sources and consequences of contamination related to extended feeding		
	4.3 Explain why it is important to: <ul style="list-style-type: none"> • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area 		
	4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure		
	4.5 Dispose of: <ul style="list-style-type: none"> • used equipment, materials and feeds • body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working 		
5. Be able to prepare for extended feeding	5.1 Ensure that adequate and relevant fluids, feeds and equipment are available		
	5.2 Confirm the identity of the individual prior to carrying out the activity		
	5.3 Obtain valid consent from the individual prior to carrying out the planned activity		
	5.4 Confirm equipment and materials are: <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose 		
	5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
6. Be able to carry out and complete extended feeding techniques	6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual		
	6.2 Carry out extended feeding safely and according to the individual's plan of care		
	6.3 Observe the individual throughout the activity and respond to any adverse reactions		
	6.4 Ensure the comfort of the individual following extended feeding		
7. Be able to maintain records and report on extended feeding	7.1 Complete required records		
	7.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual		
	7.3 Report any findings about the process and the individual which may have an impact on the care plan		

Unit 32 Prepare for and carry out extended feeding techniques (L/615/7169) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent: Must be in line with agreed UK country definition. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates.

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

Assessor sign off of completed unit: Unit 32 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 33 Provide active support (Y/601/7352)

Unit summary	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to provide active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.
Credit value	3
Guided learning hours	27
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 25, HSC 234

Learner name:	
Centre no:	

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

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

Unit 33 Provide active support (Y/601/7352) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Active support: A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life. Hotel model: Refers to institutional-style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals; for example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities. Positive interaction: Refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that help an individual to participate in constructive activity. Individual: Someone requiring care or support. Levels of help: Refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible. Positively reinforce: Refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity. Valued range of activities / Valued lifestyle: Refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Unit 33 Provide active support (Y/601/7352) (cont'd)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 33

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

Assessor name:

Signature:

Date:

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

Unit 34 Support individuals to maintain personal hygiene (K/601/9963)

Unit summary	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.
Credit value	2
Guided learning hours	17
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 27, HSC 29, HSC 218, HSC 219, 220

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important		
	1.2 Describe the effects of poor personal hygiene on health and wellbeing		
2. Be able to support individuals to maintain personal hygiene	2.1 Support an individual to understand factors that contribute to good personal hygiene		
	2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values		
	2.3 Support the individual to develop awareness of the effects of poor hygiene on others		
	2.4 Support the preferences and needs of the individual while maintaining their independence		
	2.5 Describe how to maintain dignity of an individual when supporting intimate personal hygiene		
	2.6 Identify risks to own health in supporting an individual with personal hygiene routines		
	2.7 Reduce risks to own health when supporting the individual with personal hygiene routines		
	2.8 Identify others who may be involved in supporting the individual to maintain personal hygiene		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand when poor hygiene may be an indicator of other underlying personal issues	3.1 Identify underlying personal issues that may be a cause of poor personal hygiene		
	3.2 Describe how underlying personal issues might be addressed		

Unit 34 Support individuals to maintain personal hygiene (K/601/9963) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcome 2 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Someone requiring care or support. Factors: <ul style="list-style-type: none">• washing• showering/bathing• washing hair• cleaning clothes• keeping nails clean• washing hands after using the toilet. Preferences and needs: Any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion. Maintaining dignity: <ul style="list-style-type: none">• privacy• having trust on both sides• being professional• awareness of abuse• averting eye contact to avoid embarrassment• being gentle• being able to empathise. Risks: From infection and reduction through infection control techniques.

Types of evidence (cont'd)

Others:

- the individual
- colleagues
- families or carers
- friends
- other professionals
- members of the public
- advocates.

Underlying personal issues:

- financial issues
- abuse
- health issues.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 34

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

Assessor name:

Signature:

Date:

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

Unit 35 Undertake personal hygiene activities with individuals (K/615/7177)

Unit summary	<p>The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears, and requires knowledge of the organs' anatomy and physiology.</p> <p>Application of infection control is required. The ability to follow a care plan is central to carrying out the activities.</p>
---------------------	---

Credit value	3
Guided learning hours	24
Level	2
Mandatory/optional	Optional
NOS mapping	CHS11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals		
	1.2 Explain the importance of complying with health and safety guidance		
	1.3 Explain the importance of using aseptic techniques		
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing		
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan		
	3.2 Explain why resources should be prepared prior to commencing the activity		
	3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan		
	3.4 Confirm the individual's identity and gain valid consent		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	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		

Unit 35 Undertake personal hygiene activities with individuals (K/615/7177) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3, 4 and 5 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Policies and procedures: Other agreed ways of working as well as formal policies and procedures. Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent: Must be in line with agreed UK country definition.

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

Assessor sign off of completed unit: Unit 35 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Unit 36 Contribute to supporting individuals with learning disabilities to access healthcare (D/616/6541)

Unit summary	The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to supporting individuals with learning disabilities to access healthcare.
---------------------	--

Credit value	3
Guided learning hours	27
Level	2
Mandatory/optional	Optional
NOS mapping	HSC 26, HSC 225

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 individual 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 informed consent 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 healthcare services 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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
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 plans for healthcare 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 others 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 barriers 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		
	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		

**Unit 36 Contribute to supporting individuals with learning disabilities to access healthcare
(D/616/6541) (cont'd)**

Assessment guidance

Delivery and assessment
Learning outcomes 4, 5 and 6 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Healthcare services: <ul style="list-style-type: none">• primary• acute• specialist• community. Plans for healthcare: Refer to the relevant plans applicable to Northern Ireland. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Barriers: <ul style="list-style-type: none">• personal barriers• external barriers.

**Unit 36 Contribute to supporting individuals with learning disabilities to access healthcare
(D/616/6541) (cont'd)**

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 36

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

Assessor name:

Signature:

Date:

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

**Unit 37 Contribute to the support of individuals with multiple conditions and/or disabilities
(H/616/6542)**

Unit summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the support of individuals with multiple conditions and/or disabilities.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Optional
NOS mapping	Sensory Services 4

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Identify multiple conditions and/or disabilities individuals may have		
	1.2 Explain the impact of multiple conditions and/or disabilities on an individual's wellbeing and quality of life		
2. Understand the support available for individuals with multiple conditions and/or disabilities	2.1 Explain roles and responsibilities of others 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 informal networks in supporting individuals with multiple conditions and/or disabilities		

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

**Unit 37 Contribute to the support of individuals with multiple conditions and/or disabilities
(H/616/6542) (cont'd)**

Assessment guidance

Delivery and assessment
Learning outcomes 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Multiple conditions and/or disabilities: <ul style="list-style-type: none">• sensory loss• physical health• mental health• physical disability• learning difficulty/disability• autism. Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Wellbeing: <ul style="list-style-type: none">• social• emotional• cultural• spiritual• intellectual• economic• physical• mental. Others: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families, carers and advocates. Informal networks: <ul style="list-style-type: none">• family• friends• neighbours• special interest groups.

Types of evidence (cont'd)

Activity:

- managing and maintaining nutrition
- maintaining personal hygiene
- managing toilet needs
- being appropriately clothed
- being able to make use of the adult's home safely
- maintaining a habitable home environment
- developing and maintaining family or other personal relationships
- accessing and engaging in work, training, education or volunteering
- making use of necessary facilities or services in the local community, including public transport and recreational facilities or services
- carrying out any caring responsibilities the adult has for a child.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 37

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

Assessor name:

Signature:

Date:

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

Unit 38 Support individuals in the use of assistive living technology (Y/616/6523)

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.
Credit value	3
Guided learning hours	19
Level	2
Mandatory/optional	Optional
NOS mapping	Sensory Services 4, 5, 6, 7, 9, 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose of assistive living technology	1.1 Outline current legislation and codes of practice that safeguard an individual's 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 types of assistive living technologies in relation to: <ul style="list-style-type: none"> independent living education, entertainment and social interaction adapting and maintaining healthy living 		
2. Understand the principles of assistive living technology	2.1 Explain how assistive living technology supports an individual's quality of life, independence and wellbeing		
	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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.5 Describe the roles and responsibilities of others 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 agreed ways of working		
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"> • procedure • contact details • associated cost 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	4.8 Review own skills in information technology and digital literacy		
	4.9 Enable an individual and others to provide feedback on the use of assistive living technology		

Unit 38 Support individuals in the use of assistive living technology (Y/616/6523) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Assistive living technology: <ul style="list-style-type: none">• electronic<ul style="list-style-type: none">- sensor mats or pads- echo box/reminding tool- keypad entries- key with lights- apps for budgeting/direction finding/instructions- talking books• physical<ul style="list-style-type: none">- kettle tippers- jar openers- special cutlery/utensils- key safe box- sticks to pull socks up. Types of assistive living technologies: <ul style="list-style-type: none">• push-button, pendent and pull-cord alarms• sensors and monitors• vital signs and physiological measurement – portable diagnostic equipment• fall-monitoring technologies• broadband-based technology• wireless-based equipment• mouth sticks, head pointers, voice recognition• audio-visual technology• telehealth – virtual or tele-consultation with health and or support workers• social media• digital therapeutic tracker devices and activity-monitoring systems• implantable drug delivery mechanisms• telecare• adapted physical aids, gadgets and resources, eg arm supports• home environment controllers, eg closing curtains, energy usage.

Types of evidence

Wellbeing:

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

Others:

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

Agreed ways of working:

Policies and procedures where these exist; they may be less formally documented with micro-employers.

Information technology and digital literacy:

- safely charging devices
- using basic IT and digital functions and services
- accessing the internet and social media
- using measures that link to internet safety.

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Unit 38

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

Assessor name:

Signature:

Date:

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

Unit 39 Support individuals to negotiate environments (F/601/5160)

Unit summary	The purpose of this unit is to provide the learner with the knowledge and skills required to support individuals to negotiate environments.
Credit value	4
Guided learning hours	32
Level	2
Mandatory/optional	Optional
NOS mapping	This unit is linked to the Sensory Services 8, 9, 10, 11

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the factors that impact on an individual being able to negotiate their environment	1.1 Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments		
	1.2 Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments		
2. Be able to prepare to support an individual to negotiate an environment	2.1 Outline own role in supporting an individual to negotiate an environment		
	2.2 Identify the environmental barriers that need to be addressed for an individual to negotiate an environment		
	2.3 Use resources that are available to support the individual to negotiate an environment		
3. Be able to support an individual to negotiate an environment	3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment		
	3.2 Address the identified environmental barriers to support an individual to negotiate an environment		
	3.3 Provide information which supports the individual when negotiating an environment		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to review support provided to an individual to negotiate an environment	4.1 Find out how the individual felt about negotiating an environment		
	4.2 Gather and record observations about the individual's ability to negotiate an environment		
	4.3 Feedback recorded observations to others		
	4.4 Identify own contributions to supporting an individual to negotiate an environment		
	4.5 Adapt own practice to meet the needs of the individual		

Unit 39 Support individuals to negotiate environments (F/601/5160) (cont'd)

Assessment guidance

Delivery and assessment
Learning outcomes 2, 3 and 4 must be assessed in a real work environment. This unit must be assessed in line with Skills for Care and Development Assessment Principles. This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.
Types of evidence
Evidence could include: Conditions and/or disabilities could include factors relating to: <ul style="list-style-type: none">• sensory loss• physical health• mental health• physical disability• learning difficulty/disability• emotional health. Resources: <ul style="list-style-type: none">• other professionals• assistive technology/aids. Others: <ul style="list-style-type: none">• other professionals• carers/family members• advocates• colleagues.

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

Assessor sign off of completed unit: Unit 39 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. Assessor name: _____ Signature: _____ Date: _____
--

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

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

There are no specific resource requirements for this qualification, but must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Tutor Guidance 'Be able to' assessment criteria
 - Skills for Care and Development Assessment Principles.
-

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

NCFE © Copyright 2019 All rights reserved worldwide.

Version 1.1 June 2022

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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