

**NCFE**

**CACHE**

# Optional units

**NCFE CACHE Level 3 Diploma in Health and  
Social Care (Adults) (Northern Ireland)  
QN: 603/4724/7**

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# Section 1

## Introduction

## Introduction

This document is an extension of the Qualification Specification for Level 3 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.

All legislation referred to in the specification is current at time of print, Centres must ensure that all teaching refers to current legislation during delivery of the qualification.

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## Support Handbook

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

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

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# 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.

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## 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	H/616/6363	Promote mental wellbeing and mental health	3	3	20	
★	Unit 07	K/615/7227	Dementia awareness	2	2	7	
★	Unit 08	M/615/7228	Understand the process and experience of dementia	3	3	22	
	Unit 09	J/616/6355	Provide support to individuals with dementia	3	4	35	
★	Unit 10	L/616/6339	Understand personalisation in adult care	3	3	22	
★	Unit 11	M/615/7374	Understand the context of supporting individuals with learning disabilities	3	4	35	
★	Unit 12	Y/616/6361	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	
★	Unit 13	F/616/6354	Understand how to support individuals with autism spectrum condition (ASC)	3	3	28	
	Unit 14	Y/616/6537	Support individuals with autism spectrum condition (ASC)	3	4	33	
★	Unit 15	J/601/6150	Understand physical disability	3	3	22	
★	Unit 16	T/616/6352	Understand the impact of acquired brain injury on individuals	3	3	28	
★	Unit 17	J/616/6369	Understand sensory loss	3	3	21	
	Unit 18	F/616/6371	Support the assessment of individuals with sensory loss	3	3	22	




	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 19	F/601/3473	Understand models of disability	3	3	26	
★	Unit 20	D/504/2243	Understand the factors affecting older people	3	2	17	
★	Unit 21	D/616/6359	End of life care	3	7	53	
	Unit 22	M/615/7326	Support individuals at the end of life	3	6	50	
★	Unit 23	F/503/7150	Stroke awareness	2	3	28	
	Unit 24	J/616/6372	Promote stroke care management	3	4	36	
★	Unit 25	L/616/6356	Diabetes awareness	2	3	28	
	Unit 26	Y/616/6358	Support individuals with diabetes	3	6	46	
★	Unit 27	H/602/3185	Understanding professional supervision practice	4	3	22	
	Unit 28	R/616/6407	Professional supervision in adult care	4	3	22	
	Unit 29	M/601/0648	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	
	Unit 30	D/616/6376	Support individuals who are substance users	3	5	35	
	Unit 31	H/501/0586	Increase awareness about drugs, alcohol or other substances with individuals and groups	3	7	42	
	Unit 32	K/616/6378	Test for substance use	3	5	30	
	Unit 33	K/501/0590	Support individuals through detoxification programmes	3	3	18	
	Unit 34	D/501/0599	Supply and exchange injecting equipment for individuals	3	3	18	
	Unit 35	T/615/7229	Move and position individuals in accordance with their care plan	2	4	26	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 36	T/601/9027	Contribute to raising awareness of health issues	3	4	26	
Unit 37	H/616/6346	Support individuals to retain, regain and develop skills for everyday life	3	4	28	
Unit 38	M/615/7259	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	
Unit 39	Y/615/7188	Implement therapeutic group activities	3	4	25	
Unit 40	A/615/7216	Support individuals to develop and run support groups	3	3	24	
Unit 41	A/615/7202	Support individuals to access and use services and facilities	3	4	25	
Unit 42	J/601/9601	Provide support for individuals within a shared lives arrangement	3	5	35	
Unit 43	R/601/8578	Support individuals in their relationships	3	4	27	
Unit 44	K/616/6350	Facilitate person-centred assessment, planning, implementation and review	3	6	45	
Unit 45	D/615/7337	Support individuals to live at home	3	4	29	
Unit 46	J/615/7185	Support individuals to manage their finances	3	3	20	
Unit 47	K/615/7213	Support individuals to access and manage direct payments	4	4	20	
Unit 48	H/615/7243	Support individuals to access housing and accommodation services	3	4	31	
Unit 49	L/615/7320	Support individuals with specific communication needs	3	5	35	
Unit 50	A/615/7278	Support individuals during a period of change	3	4	29	
Unit 51	L/615/7317	Support individuals to prepare for and settle in to new home environments	3	3	23	
Unit 52	M/615/7214	Work in partnership with families to support individuals	3	3	27	
Unit 53	L/616/6342	Implement positive behaviour support	3	6	41	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 54	R/615/7335	Administer medication to individuals and monitor the effects	3	5	30	
Unit 55	D/615/7368	Understand the administration of medication	3	3	24	
Unit 56	F/615/7248	Monitor and maintain the environment and resources during and after healthcare activities	2	3	20	
Unit 57	L/615/7169	Prepare for and carry out extended feeding techniques	3	4	27	
Unit 58	J/615/7297	Undertake physiological measurements	3	3	23	
Unit 59	R/615/7187	Obtain venous blood samples	3	3	24	
Unit 60	T/615/7232	Undertake urethral catheterisation processes	3	4	28	
Unit 61	F/601/9029	Work with families, carers and individuals during times of crisis	4	5	35	
Unit 62	K/615/7261	Enable individuals to develop strategies to manage their behaviour	3	8	41	
Unit 63	F/615/7377	Interact with and support individuals using telecommunications	3	5	36	
Unit 64	D/616/6362	Support individuals with learning disabilities to access healthcare	3	3	25	
Unit 65	F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40	
Unit 66	K/601/7047	Support parents with disabilities	3	6	43	
Unit 67	J/602/0053	Support individuals with self-directed support	3	5	35	
Unit 68	M/616/6351	Support families who care for individuals with acquired brain injury	3	3	28	
Unit 69	K/601/3483	Promote effective communication with individuals with sensory loss	3	4	30	
Unit 70	M/616/6365	Support individuals with multiple conditions and/or disabilities	3	4	31	
Unit 71	J/616/6310	Co-ordinate the use of assistive living technology	4	4	31	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 72	Y/616/6330	Understand how to support individuals to access and engage in education, training and employment (ETE)	3	3	25	
Unit 73	R/601/5180	Enable individuals to negotiate environments	3	5	34	
Unit 74	T/504/2202	Support individuals to stay safe from harm or abuse	3	4	27	
Unit 75	D/504/2226	Support individuals to be part of a community	3	3	20	
Unit 76	A/616/6336	Promote nutrition and hydration in adult care settings	3	4	42	
Unit 77	A/601/8025	Provide support for journeys	2	2	17	
Unit 78	K/615/7258	Support individuals who are distressed	2	3	21	
 Unit 79	R/615/8596	Human structure and functionality	3	8	20	

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 3 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
K/617/3377	Unit 05	Mental health and wellbeing	H/616/6363	Unit 06	Promote mental wellbeing and mental health
D/616/6359	Unit 21	End of life care	M/615/7326	Unit 22	Support individuals at the end of life
H/602/3185	Unit 27	Understanding professional supervision practice	R/616/6407	Unit 28	Professional supervision in adult care
M/601/0648	Unit 29	Recognise indications of substance misuse and refer individuals to specialists	D/616/6376	Unit 30	Support individuals who are substance users



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

<b>Unit summary</b>	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.
<b>Credit value</b>	4
<b>Guided learning hours</b>	33
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 3111, 3112, HSC 3119, MH14 and MH25
<b>Barred Unit</b>	This unit is barred against Unit 06 – Promote mental wellbeing and mental health

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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"> <li>mood disorders</li> <li>personality disorders</li> <li>anxiety disorders</li> <li>psychotic disorders</li> <li>substance-related disorders</li> <li>eating disorders</li> <li>cognitive disorders</li> </ul>		
	1.4 Explain <b>factors</b> which influence mental health across the <b>life span</b>		
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"> <li><b>individuals</b></li> <li><b>others</b></li> </ul>		
	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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• cognitive</li> <li>• risk factors.</li> </ul> <p><b>Life span:</b></p> <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 on levels of wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health.</p> <p><b>Individuals</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 05</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 06 Promote mental wellbeing and mental health (H/616/6363)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote mental wellbeing and mental health.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to MH14
<b>Barred Unit</b>	This unit is barred against Unit 05 – Mental health and wellbeing

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand perspectives of and factors that impact mental wellbeing and mental health	1.1 Compare <b>perspectives</b> in relation to mental wellbeing and mental health		
	1.2 Explain factors that may impact mental wellbeing and mental health across the life span: <ul style="list-style-type: none"> <li>• biological</li> <li>• social</li> <li>• psychological</li> <li>• emotional</li> </ul>		
	1.3 Explain how <b>risk</b> and <b>protective factors</b> influence resilience in <b>individuals</b> and groups		
2. Understand local, national or international strategy to promote mental wellbeing and mental health	2.1 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health		
	2.2 Evaluate a local, national or international strategy to promote mental wellbeing and mental health		
3. Be able to promote mental wellbeing and mental health	3.1 Explain how an individual may promote their own mental wellbeing and mental health		
	3.2 Promote mental wellbeing and mental health within own service		
	3.3 Support an individual to promote their own mental wellbeing and mental health		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.4 Implement a strategy for supporting an individual to promote their own mental wellbeing and mental health		
	3.5 Review a strategy for supporting an individual to promote their own mental wellbeing and mental health		
4. Be able to promote social inclusion to support individuals' mental wellbeing and mental health	4.1 Support an individual to develop positive relationships		
	4.2 Support an individual to build social networks		
	4.3 Create an environment that promotes social inclusion		

## Unit 06 Promote mental wellbeing and mental health (H/616/6363) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Perspectives:</b></p> <ul style="list-style-type: none"> <li>• nature/nurture</li> <li>• medical model</li> <li>• social model.</li> </ul> <p><b>Risk factors:</b></p> <ul style="list-style-type: none"> <li>• inequalities</li> <li>• poor-quality social relationships.</li> </ul> <p><b>Protective factors:</b></p> <ul style="list-style-type: none"> <li>• socially valued roles</li> <li>• social support and contact.</li> </ul> <p><b>Individuals</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 06</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 07 Dementia awareness (K/615/7227)

<b>Unit summary</b>	The aim of this unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.
<b>Credit value</b>	2
<b>Guided learning hours</b>	7
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	DEM 201

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

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

## Unit 07 Dementia awareness (K/615/7227) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Experience living with dementia:</b> Depending on age, type of dementia and level of ability and disability.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 07</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 08 Understand the process and experience of dementia (M/615/7228)

<b>Unit summary</b>	This unit provides the knowledge of the neurology of dementia required to support the understanding of how individuals may experience dementia.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome		
	1.2 Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia		
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia		
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia		
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate		
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow-up to diagnosis		
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working		
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working		
	2.4 Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> <li>the individual</li> <li>their family and friends</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person-centred and a non-person-centred approach to dementia care		
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia		
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers		
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears		

## Unit 08 Understand the process and experience of dementia (M/615/7228) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
Evidence could include:  <b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 08 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



# Unit 09 Provide support to individuals with dementia (J/616/6355)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with dementia.
<b>Credit value</b>	4
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 21, HSC 24, HSC 31, HSC 35

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation and frameworks in relation to the care and support of individuals with dementia	1.1 Summarise <b>legislation and frameworks</b> in relation to the care and support of an <b>individual</b> with dementia		
	1.2 Explain how agreed ways of working uphold the rights of an individual with dementia		
	1.3 Explain how the <b>best interests</b> of an individual with dementia are met through care and support		
	1.4 Explain what is meant by providing care and support in a least restrictive way		
	1.5 Summarise the rights of carers		
2. Be able to promote positive interactions with individuals with dementia	2.1 Explain how different types of dementia influence an individual's ability to communicate and interact		
	2.2 Explain the impact on an individual's communication skills and interactions of: <ul style="list-style-type: none"> <li>• sensory impairment</li> <li>• health needs</li> <li>• environment</li> <li>• actions of carers or <b>others</b></li> </ul>		
	2.3 Compare a <b>reality orientation</b> approach with a <b>validation approach</b> to interactions		
	2.4 Use different communication techniques with an individual who has dementia		
	2.5 Observe the behaviour of an individual with dementia to interpret needs		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.6 Respond to the behaviour of an individual with dementia		
3. Be able to support rights and choices of individuals with dementia	3.1 Explain how strategies developed from knowledge of the individual's personality and life history can be used to support individuals with dementia		
	3.2 Provide support to an individual with dementia using strategies that have been developed from knowledge of their personality and life history		
	3.3 Support an individual with dementia in identifying and managing risks for their care and support		
	3.4 Review the effectiveness of strategies which have been developed from knowledge of an individual's personality and life history		
	3.5 Create an <b>environment</b> which enables an individual with dementia to achieve their potential		
4. Be able to involve carers and others in supporting individuals with dementia	4.1 Describe how the experience of an individual's dementia may impact on carers		
	4.2 Involve carers and others in the care planning cycle		
	4.3 Ensure an individual with dementia, carers and others can access complaints procedures		
	4.4 Describe how conflicts of interests are managed between the carer and an individual with dementia		

## Unit 09 Provide support to individuals with dementia (J/616/6355) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Legislation and frameworks:</b></p> <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Equality Act 2010</li> <li>• Living well with dementia: A National Dementia Strategy (2009)</li> <li>• Mental Health Act 2007</li> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998.</li> </ul> <p><b>Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Best interests:</b></p> <p>Mental Capacity Act 2005 – to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Reality orientation:</b></p> <p>This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.</p> <p><b>Validation approach:</b></p> <p>Using non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid, focusing on the feelings rather than the content of speech.</p> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• social</li> <li>• physical.</li> </ul>

**Unit 09 Provide support to individuals with dementia (J/616/6355) (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 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 Understand personalisation in adult care (L/616/6339)

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

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

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

## Unit 10 Understand personalisation in adult care (L/616/6339) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Local and national systems:</b></p> <ul style="list-style-type: none"> <li>• assessed and eligible</li> <li>• assessed and self-funded</li> <li>• personal budgets</li> <li>• direct payments</li> <li>• deferred payment agreements</li> <li>• carers allowance</li> <li>• benefits and grants.</li> </ul> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 10</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 11 Understand the context of supporting individuals with learning disabilities (M/615/7374)



<b>Unit summary</b>	<p>This unit explores the meaning of learning disability and considers issues closely linked with learning-disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities.</p> <p>The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.</p>
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<b>Credit value</b>	4
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to GEN86

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities		
	1.2 Explain how legislation and policies influence the day-to-day experiences of <b>individuals</b> with learning disabilities and their families		
2. Understand the nature, causes and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'		
	2.2 Describe causes of learning disabilities		
	2.3 Describe the medical and social models of disability		
	2.4 Evaluate the potential impact on the family of an individual with a learning disability		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the historical context of learning disability	3.1 Explain types of services provided for individuals with learning disabilities over time		
	3.2 Evaluate how past ways of working may affect present services		
	3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare</li> </ul>		
4. Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion'		
	4.2 Explain the meaning of the term 'advocacy'		
	4.3 Describe different types of advocacy		
	4.4 Analyse strategies to promote empowerment and <b>active participation</b>		
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain impacts of views and attitudes of others on individuals with learning disability		
	5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers		
	5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice		
6. Understand how to promote communication with individuals with learning disabilities	6.1 Explain how to meet the communicating needs of individuals with learning disabilities		
	6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' with individuals with learning disabilities		
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings		



## Unit 11 Understand the context of supporting individuals with learning disabilities (M/615/7374) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation:</b> A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

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

<p><b>Assessor sign off of completed unit: Unit 11</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p>	
Assessor name:	
Signature:	Date:

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

## Unit 12 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361)



<b>Unit summary</b>	The aim of this unit is to provide learners with knowledge and understanding of the principles of supporting individuals with a learning disability regarding sexuality and sexual health.
<b>Credit value</b>	3
<b>Guided learning hours</b>	21
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 311, HSC 331, HSC 332, HSC 356

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the development of human sexuality	1.1 Define the terms: <ul style="list-style-type: none"> <li>sexuality</li> <li>sexual health</li> <li>sexual orientation</li> <li>sexual expression</li> </ul>		
	1.2 Explain sexual development milestones throughout the lifespan		
2. Understand factors that impact sexual development of individuals with a learning disability	2.1 Explain how <b>factors</b> can influence the sexual development, sexual expression and sexual health of an <b>individual</b> with a learning disability		
	2.2 Explain the importance of considering an individual's <b>mental capacity</b> in relation to sexual development, sexual experiences, sexual expression and sexual health		
3. Understand the support of sexual health issues	3.1 Explain the <b>key features of sexual health</b> and wellbeing and how these relate to an individual's overall health and wellbeing		
	3.2 Identify sexual health issues that affect men and women		
	3.3 Explain how sexual health issues can be supported through plans for health care		
	3.4 Identify local services that support sexual health for individuals		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand legislation in relation to the support of sexuality and sexual health for individuals with learning disabilities	4.1 Summarise legislation in relation to sexuality and sexual health for individuals		
5. Understand how to support the sexual expression of an individual with a learning disability	5.1 Explain how the practitioner's values, beliefs and experiences may impact support		
	5.2 Describe ways an individual with a learning disability may express themselves sexually and how individual preferences can be supported		
	5.3 Explain how to support an individual with a learning disability to: <ul style="list-style-type: none"> <li>• keep safe sexually</li> <li>• minimise sexual vulnerability</li> <li>• avoid abuse</li> </ul>		
	5.4 Explain action to take in response to safeguarding concerns in relation to sexual relationships		

## Unit 12 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<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>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• genetics</li> <li>• environmental</li> <li>• socio-economic</li> <li>• cultural, religious and moral beliefs</li> <li>• education</li> <li>• relationships</li> <li>• behaviour and lifestyle, eg alcohol and substance abuse</li> <li>• demographics</li> <li>• peer pressure</li> <li>• media and social media</li> <li>• self-esteem and confidence</li> <li>• resilience</li> <li>• vulnerability</li> <li>• mental capacity</li> <li>• sexual exploitation and abuse, eg grooming, domestic abuse, gender violence.</li> </ul> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Mental capacity:</b> The principles of human rights underpin this unit. Where mental capacity is referred to it should be remembered that the Mental Capacity Act 2005 states that everyone should be treated as able to make their own decisions until it is shown that they are not.</p> <p><b>Key features of sexual health:</b></p> <ul style="list-style-type: none"> <li>• contraception</li> <li>• hygiene</li> <li>• sexually transmitted infections.</li> </ul>

**Unit 12 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361) (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 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 Understand how to support individuals with autism spectrum condition (ASC) (F/616/6354)



<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum condition (ASC).
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the characteristics and diagnostic features of autism spectrum condition (ASC)	1.1 Describe the main diagnostic features of autism spectrum condition		
	1.2 Explain the meaning of the term 'autism spectrum'		
	1.3 Describe the range of <b>diagnoses and profiles</b> that are recognised on the autism spectrum		
	1.4 Describe the sensory processing and perceptual differences associated with autism		
	1.5 Describe the effects of other <b>conditions</b> that may co-occur with autism.		
	1.6 Describe how autism may affect speech and language development		
	1.7 Explain why it is important to recognise that each <b>individual</b> has unique abilities, needs, strengths and interests		
2. Understand how autism can impact on the lives of individuals and others	2.1 Describe ways in which autism can impact on the everyday lives of individuals and <b>others</b>		
	2.2 Explain how <b>factors</b> may impact the experience of autism for the individual and others		
	2.3 Give examples of how individuals with autism may experience discrimination		
	2.4 Describe ways of supporting an individual and others to understand their autism spectrum condition		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	2.5 Describe positive aspects of autism spectrum condition		
3. Understand different theories and concepts in relation to autism spectrum condition (ASC)	3.1 Explain theories about autism related to: <ul style="list-style-type: none"> <li>• brain function</li> <li>• genetics</li> <li>• psychology</li> </ul>		
	3.2 Explain what is meant by the 'triad' and 'dyad' of impairment		
	3.3 Explain why there are alternative choices of terminology used to describe the autism spectrum		
	3.4 Evaluate the strengths and limitations of different types of terminology		
	3.5 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition		
	3.6 Outline controversies concerning the search for cures and interventions for autism spectrum conditions and for pre-natal diagnosis		
4. Understand the legislative and policy framework in relation to the support of individuals with autistic spectrum conditions	4.1 Explain how current legislation, national policy and guidance supports the rights of individuals with autism in relation to: <ul style="list-style-type: none"> <li>• advocacy</li> <li>• education and employment</li> <li>• mental capacity</li> <li>• safeguarding</li> </ul>		
5. Understand how to develop strategies and skills to enable social interaction and communication with individuals on the autism spectrum	5.1 Explain how behaviour should be viewed as a form of communication		
	5.2 Describe how strategies and assistive technology are used to develop and support social interaction and communication		
	5.3 Evaluate how to adapt own verbal and non-verbal communication style during interactions with individuals with autism		
6. Understand how to support individuals with an autism spectrum condition	6.1 Explain why it is important to establish a person-centred plan tailored to an individual's <b>specific preferences and needs</b>		
	6.2 Explain why consultation with others is important in person-centred planning and support		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	6.3 Describe different techniques and approaches to support individuals with an autism spectrum condition to learn and develop new skills		
	6.4 Explain how adaptations to the physical and sensory environment can be made to: <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation</li> </ul>		
	6.5 Explain ways of supporting an individual with autism to protect themselves from <b>harm</b>		
	6.6 Explain how needs change for individuals and their families/carers at different stages of their lives		
	6.7 Describe the role of advocacy in the support of individuals with an autism spectrum condition		



### Unit 13 Understand how to support individuals with autism spectrum condition (ASC) (F/616/6354) (cont'd)

#### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Diagnoses and profiles:</b></p> <ul style="list-style-type: none"> <li>• Asperger syndrome (AS)</li> <li>• pathological demand avoidance (PDA)</li> <li>• 'high functioning' autism</li> <li>• classic or Kanner autism</li> <li>• atypical autism</li> <li>• Asperger syndrome profile</li> <li>• demand-avoidant profile</li> <li>• savant.</li> </ul> <p><b>Conditions</b> that may co-occur with autism:</p> <ul style="list-style-type: none"> <li>• learning disability</li> <li>• mental ill-health</li> <li>• epilepsy</li> <li>• attention deficit hyperactivity disorder (ADHD)</li> <li>• developmental co-ordination disorder (dyspraxia).</li> </ul> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• social</li> <li>• cultural</li> <li>• religious</li> <li>• attitudes</li> <li>• awareness.</li> </ul>

**Unit 13 Understand how to support individuals with autism spectrum condition (ASC)  
(F/616/6354) (cont'd)****Types of evidence (cont'd)****Specific preferences and needs:**

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

**Harm:**

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: 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 Support individuals with autism spectrum condition (ASC) (Y/616/6537)

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 <b>individual</b> 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 <b>conditions that may co-occur with autism</b>		
	2.5 Describe how autism may affect speech and language development		
3. Be able to support individuals with autism spectrum conditions	3.1 Identify the unique abilities, needs, strengths and interests of an individual with autism		
	3.2 Encourage an individual to recognise their strengths and abilities		
	3.3 Support an individual with an autism spectrum condition to develop their <b>personal skills</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.4 Support an individual and <b>others</b> to develop <b>strategies</b> 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"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation</li> </ul>		
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 14 Support individuals with autism spectrum condition (ASC) (Y/616/6537) (cont'd)****Assessment guidance**

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** 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 physical disability (J/601/6150)

<b>Unit summary</b>	This unit provides an understanding of physical disability and the impact of a physical disability on a person's life. Models of disability will also be explored. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the <b>individual</b> rather than the disability		
	1.2 Explain the importance of an assessment being person-centred		
	1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only		
2. Understand the concept of physical disability	2.1 Define the term 'physical disability'		
	2.2 Describe the following terminology used in relation to physical disability: <ul style="list-style-type: none"> <li>• <b>congenital</b></li> <li>• <b>acquired</b></li> <li>• <b>neurological</b></li> </ul>		
	2.3 Compare a congenital disability with a neurological disability, including causes		
	2.4 Explain the emotional impact of a <b>progressive</b> disability on the individual		
	2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability		
	3.2 Analyse the socio-economic effects of physical disability on an individual		
	3.3 Explain the changes that have occurred in society as a result of disability legislation		
	3.4 Analyse the extent of improvements for the individual as a result of disability legislation		
	3.5 Explain the effects of physical disability on an individual's <b>life choices</b>		
	3.6 Explain how attitudes either promote a positive or negative perception of disability		
4. Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities		
	4.2 Analyse ways that inclusion and independence can be promoted		
	4.3 Explain the importance of the individual having control of choices and decisions		
	4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities		
	4.5 Explain how to encourage the individual to take positive risks while maintaining safety		
	4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes		



## Unit 15 Understand physical disability (J/601/6150) (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>
Types of evidence
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Congenital:</b></p> <ul style="list-style-type: none"> <li>• cerebral palsy</li> <li>• cystic fibrosis</li> <li>• spina bifida</li> <li>• congenital heart conditions</li> <li>• muscular dystrophy</li> <li>• congenital hip disorder.</li> </ul> <p><b>Acquired:</b></p> <ul style="list-style-type: none"> <li>• arthritis</li> <li>• rheumatism</li> <li>• cardiac conditions</li> <li>• pulmonary conditions from work conditions or smoking, eg emphysema, pulmonary fibrosis.</li> </ul> <p><b>Neurological:</b></p> <ul style="list-style-type: none"> <li>• multiple sclerosis</li> <li>• Parkinson's disease</li> <li>• stroke.</li> </ul> <p><b>Progressive</b> can also include neurological and some congenital conditions:</p> <ul style="list-style-type: none"> <li>• motor neurone disease.</li> </ul> <p><b>Life choices:</b></p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• education</li> <li>• housing</li> <li>• employment</li> <li>• access to cultural/leisure activities</li> <li>• mobility</li> <li>• sexuality.</li> </ul>

**Unit 15 Understand physical disability (J/601/6150) (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 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 Understand the impact of acquired brain injury on individuals (T/616/6352)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury.
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand acquired brain injury	1.1 Describe acquired brain injury		
	1.2 Describe <b>main structures</b> of the brain and their related functions		
	1.3 Describe possible causes of acquired brain injury		
	1.4 Explain the difference between a traumatic brain injury and other forms of acquired brain injury		
	1.5 Describe brain injuries that are: <ul style="list-style-type: none"> <li>• mild</li> <li>• moderate</li> <li>• severe</li> </ul>		
2. Understand the impact of acquired brain injury on individuals	2.1 Describe the initial effects of acquired brain injury on the <b>individual</b>		
	2.2 Explain the long-term effects of acquired brain injury to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural</li> <li>• emotional</li> </ul>		
	2.3 Explain <b>concepts of loss</b> in relation to acquired brain injury for individuals and carers		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the specialist communication needs of an individual with acquired brain injury	3.1 Explain dysphasia and dysarthria		
	3.2 Compare strategies to support an individual with dysphasia and dysarthria		
	3.3 Evaluate intervention strategies and assistive technology used to support communication		
4. Understand the impact that personality changes may have on individuals with acquired brain injury and others	4.1 Explain the impact of changes in personality on an individual with acquired brain injury and <b>others</b>		
	4.2 Explain how lack of self-awareness may affect an individual and others		
	4.3 Describe how to support the individual and family/carers to come to terms with <b>personality changes</b>		
5. Understand the impact of behaviour that challenges	5.1 Describe behaviours that challenge		
	5.2 Explain the impact of own attitudes, values and skills when supporting an individual to manage their behaviour		
	5.3 Explain the importance of a proactive approach to behaviour management		
	5.4 Explain risk management in relation to an individual's behaviour		
	5.5 Explain the process for reporting and referring <b>behaviour that challenges</b>		

**Unit 16 Understand the impact of acquired brain injury on individuals (T/616/6352) (cont'd)****Assessment guidance**

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

**Unit 16 Understand the impact of acquired brain injury on individuals (T/616/6352) (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 Understand sensory loss (J/616/6369)

<b>Unit summary</b>	The aim of this unit is to provide learners with knowledge and understanding of sensory loss.
<b>Credit value</b>	3
<b>Guided learning hours</b>	21
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the factors that impact on individuals with sensory loss	1.1 Analyse how <b>factors</b> impact on an individual with sensory loss		
	1.2 Analyse how societal attitudes and beliefs impact on an <b>individual</b> with <b>sensory loss</b>		
	1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision		
2. Understand the importance of effective communication for individuals with sensory loss	2.1 Explain methods of communication used by individuals with: <ul style="list-style-type: none"> <li>sight loss</li> <li>hearing loss</li> <li>deafblindness</li> </ul>		
	2.2 Describe how the environment facilitates effective communication for individuals with sensory loss		
	2.3 Explain how communication may impact on the lives of individuals with sensory loss		
3. Understand causes and conditions of sensory loss	3.1 Identify causes of sensory loss		
	3.2 Define: <ul style="list-style-type: none"> <li>congenital sensory loss</li> <li>acquired sensory loss</li> </ul>		
	3.3 Describe demographic factors that influence the incidence of sensory loss in the population		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand how to recognise when an individual may be experiencing sight and/or hearing loss and actions to take	4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>sight loss</li> <li>hearing loss</li> <li>deafblindness</li> </ul>		
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status		
	4.3 Identify sources of support for those who may be experiencing onset of sensory loss		



## Unit 17 Understand sensory loss (J/616/6369) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• information</li> <li>• familiar layouts and routines</li> <li>• mobility</li> <li>• whether sensory loss is acquired or congenital</li> <li>• the age and stage of life when sensory impairment or loss was acquired</li> <li>• level of impairment</li> <li>• support available.</li> </ul> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss:</b></p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 17</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 18 Support the assessment of individuals with sensory loss (F/616/6371)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support the assessment of individuals with sensory loss.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 1, 2, 3, 4, 6, 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand own role and the roles of others in the assessment of individuals with sensory loss and their carers	1.1 Outline current legislation and guidance in relation to the assessment of <b>individuals with sensory loss</b>		
	1.2 Describe the rights of individuals with sensory loss and their carers in relation to assessment		
	1.3 Describe own role and responsibilities in supporting the assessment of individuals with sensory loss		
	1.4 Outline roles and responsibilities of <b>others</b> involved in the assessment of individuals with sensory loss		
	1.5 Describe the specific <b>factors</b> within an assessment for individuals with sensory loss		
	1.6 Explain the importance of using both <b>formal and informal methods</b> to gather information for assessments		
	1.7 Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment		
2. Understand own role and the role of others in promoting the interests of individuals with sensory loss	2.1 Explain why it is important to promote awareness of sensory loss		
	2.2 Outline own role in promoting awareness of sensory loss		
	2.3 Describe the roles of self and others who promote the interests of individuals with sensory loss		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Describe the role of individuals in promoting awareness of sensory loss		
3. Be able to support the assessment of individuals with sensory loss	3.1 Agree areas of assessment required with the individual and others		
	3.2 Enable active participation of the individual throughout the assessment process		
	3.3 Contribute to the assessment within boundaries of own role		
	3.4 Record and report the outcomes of the assessment		
	3.5 Monitor and review support and progress against agreed outcomes of the assessment		
4. Be able to support primary carer	4.1 Communicate with the primary carer to identify support needed		
	4.2 Contribute to the assessment of primary carers' needs		
	4.3 Identify support needs with the primary carers		
	4.4 Record and report needs of primary carers		
	4.5 Identify sources of information and support for referral		
5. Be able to promote evidence-based practice in relation to sensory loss	5.1 Provide individuals and others with information on evidence-based practice relevant to sensory loss		
	5.2 Use information, resources or evidence-based practice to improve practice		
	5.3 Review outcomes of applying evidence-based practice for the individual, others and the service		

## Unit 18 Support the assessment of individuals with sensory loss (F/616/6371) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss:</b></p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• assistive technology</li> <li>• positive risk assessment</li> <li>• mobility and falls</li> <li>• environment.</li> </ul> <p><b>Formal and informal methods:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• communication</li> <li>• feedback from individuals</li> <li>• feedback from families/carers/friends</li> <li>• deterioration in the environment.</li> </ul>

**Unit 18 Support the assessment of individuals with sensory loss (F/616/6371) (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 18**

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

Assessor name:

Signature:

Date:

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



## Unit 19 Understand models of disability (F/601/3473)

<b>Unit summary</b>	The purpose of this unit is to provide the learner with knowledge and understanding of models of disability.
<b>Credit value</b>	3
<b>Guided learning hours</b>	26
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 1, 2, 3, 10, 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the difference between models of disability	1.1 Outline the history and development of the medical, social and psycho-social models of disability		
	1.2 Compare and contrast the medical, social and psycho-social models of disability		
2. Understand how the adoption of models of disability can shape an individual's identity and experience	2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience		
3. Understand how the adoption of models of disability can shape service delivery	3.1 Analyse how the medical, social and psycho-social models of disability can shape service delivery		
	3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals		

## Unit 19 Understand models of disability (F/601/3473) (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 19

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

Assessor name:

Signature:

Date:

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



## Unit 20 Understand the factors affecting older people (D/504/2243)

<b>Unit summary</b>	This unit covers an understanding of older people, the impact of ageing, the range of factors that impact on older people and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with older people.
<b>Credit value</b>	2
<b>Guided learning hours</b>	17
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact of the ageing process on older people	1.1 Describe changes that may come with ageing		
	1.2 Explain how the experience of the ageing process is unique to each individual		
	1.3 Analyse the potential impact of factors associated with ageing on <b>older people</b> to include <ul style="list-style-type: none"> <li>physical</li> <li>emotional</li> <li>social</li> <li>cognitive</li> <li>environmental</li> <li>financial/economic</li> </ul>		
	1.4 Describe how a positive approach to ageing can contribute to the health and wellbeing of an <b>individual</b>		
2. Understand attitudes of society to older people	2.1 Describe the contributions to society made by older people		
	2.2 Explain what is meant by <b>age discrimination</b>		
	2.3 Explain how societal attitudes and beliefs impact on older people		
	2.4 Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the importance of using person-centred approaches with older people	3.1 Describe how the effects of ageing can affect the <b>day-to-day life</b> of older people		
	3.2 Describe ways of using a <b>person-centred approach</b> to support older people to maintain health and wellbeing in day-to-day life		
	3.3 Explain the importance of social inclusion for older people		
	3.4 Outline barriers to social inclusion for older people		
	3.5 Describe ways of using a person-centred approach to enable older people to make positive contributions to their <b>community</b>		
4. Understand the importance of independence for older people	4.1 Understand the importance of independence for older people		
	4.2 Describe how to support older people to maintain independence		
	4.3 Describe how older people can be in control of decision making about their care and support needs		
	4.4 Explain how to encourage older people to take positive risks		

## Unit 20 Understand the factors affecting older people (D/504/2243) (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>
Types of evidence
<p>Evidence could include:</p> <p><b>Older people:</b> Defined as those who are over 50.</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Age discrimination:</b> May include any legal definition where one exists.</p> <p><b>Day-to-day life:</b></p> <ul style="list-style-type: none"> <li>• relationships</li> <li>• family role</li> <li>• social status</li> <li>• access to community facilities</li> <li>• personal care</li> <li>• independence</li> <li>• lack of social support</li> <li>• lack of material wellbeing</li> <li>• education opportunities</li> <li>• housing</li> <li>• employment</li> <li>• access to social and leisure activities</li> <li>• health care</li> <li>• sensory loss.</li> </ul> <p><b>Person-centred approach:</b> An approach that fully recognises the uniqueness of the individual and establishes this as the basis for planning and delivery of care and support. The approach promotes dignity for older people.</p> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>• neighbourhood</li> <li>• family group</li> <li>• religious communities</li> <li>• ethnic communities</li> <li>• environment</li> <li>• clubs and societies</li> <li>• political and professional groups.</li> </ul>

**Unit 20 Understand the factors affecting older people (D/504/2243) (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 End of life care (D/616/6359)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge and understanding required in relation to end of life care.
<b>Credit value</b>	7
<b>Guided learning hours</b>	53
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 385
<b>Barred Unit</b>	This unit is barred against Unit 22 - Support individuals at the end of life

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how the legislative framework relating to end of life care protects the rights of individuals and others	1.1 Outline <b>legal requirements and agreed ways of working</b> in relation to end of life care		
	1.2 Describe current national strategies and approaches to end of life care		
	1.3 Describe aims of end of life care		
	1.4 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care		
	1.5 Explain strategies to overcome conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care		
2. Understand factors that impact on end of life care	2.1 Outline theories in relation to death and dying		
	2.2 Describe <b>factors</b> that may affect an individual's view of death and dying		
	2.3 Explain how beliefs, religion and culture of <b>individuals</b> and <b>others</b> influence end of life care		
	2.4 Explain why support for spiritual needs is important at the end of life		
	2.5 Explain the role of others in an individual's end of life care		
	2.6 Explain why support for an individual's health and 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 Explain the purpose of <b>advance care planning</b> in relation to end of life care		
	3.2 Explain how to ensure end of life plans and advance care plans are understood and shared		
	3.3 Outline ethical and legal issues that may arise in relation to advance care planning		
4. Understand pain and symptom management in end of life care	4.1 Describe a range of interventions used for pain and symptom management		
	4.2 Explain how symptom and pain management is co-ordinated		
	4.3 Identify common signs and symptoms that indicate an individual is entering the last days of life		
5. Understand how to support individuals and others during end of life care	5.1 Explain the importance and sensitivity of discussing dying, death and bereavement for individuals and others		
	5.2 Describe sources of support and resources that can be obtained through networks, community groups and partnerships to help individuals at the end of life		
	5.3 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative therapies</li> <li>• assistive technology</li> </ul>		
	5.4 Explain how to recognise when an individual and others require privacy		
	5.5 Explain factors that influence who should communicate significant information to an individual or others		
6. Understand the role of organisations, community and support services available to individuals and others in relation to end of life care	6.1 Describe the role of <b>organisations, community and support services</b> that contribute to end of life care		
	6.2 Describe eligibility criteria and processes for referral to specialist services		
	6.3 Explain the role of an advocate in relation to end of life care		
	6.4 Explain the use of lasting power of attorney in decision making		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
7. Understand actions to take following the death of an individual	7.1 Explain why it is important to know about an individual's wishes for after-death care		
	7.2 Describe the importance of <b>actions</b> immediately following a death that respect the individual's wishes and follow agreed ways of working		
	7.3 Describe ways to support others immediately following an individual's death		
8. Understand how to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death		
	8.2 Explain support systems to deal with own feelings in relation to an individual's dying or death		

## Unit 21 End of life care (D/616/6359) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<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>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Legal requirements and agreed ways of working</b> will include policies and procedures where these apply:</p> <ul style="list-style-type: none"> <li>• equality, diversity and discrimination</li> <li>• data protection, recording, reporting, confidentiality and sharing information</li> <li>• the making of wills and living wills</li> <li>• dealing with personal property of deceased people</li> <li>• removal of medical equipment from deceased people</li> <li>• visitors</li> <li>• safeguarding of vulnerable adults.</li> </ul> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• psychological</li> <li>• spiritual</li> <li>• cultural and religious needs.</li> </ul> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Advance care planning:</b></p> <ul style="list-style-type: none"> <li>• Gold Standards Framework (GSF)</li> <li>• Preferred Priorities for Care (PPC).</li> </ul> <p><b>Organisations, community and support services:</b></p> <ul style="list-style-type: none"> <li>• nursing and care homes</li> <li>• specialist palliative care services</li> <li>• domiciliary, respite and day services</li> <li>• funeral directors.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• attending to the body of the deceased</li> <li>• reporting the death through agreed channels</li> <li>• informing key people.</li> </ul>

**Unit 21 End of life care (D/616/6359) (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 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 individuals at the end of life (M/615/7326)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.
<b>Credit value</b>	6
<b>Guided learning hours</b>	50
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0385
<b>Barred Unit</b>	This unit is barred against Unit 21 – End of life care

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care		
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care		
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care		
	1.4 Identify the <b>key people</b> and services who may be involved in delivery of end of life care		
	1.5 Explain the concept of holistic care at the end of life		
	1.6 Describe the triggers that suggest <b>individuals</b> are nearing the end of life		
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death		
	2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care		
	2.3 Explain why support for an individual's health and <b>wellbeing</b> may not always relate to their terminal condition		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative/complementary therapies</li> </ul>		
	4.6 Contribute to partnership working with key people to support the individual's 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		
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	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 22 Support individuals at the end of life (M/615/7326) (cont'd)

### Assessment guidance

Delivery and assessment
<p>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.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
Types of evidence
<p>Evidence could include:</p> <p><b>Key people:</b></p> <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• others who are important to the wellbeing of the individual.</li> </ul> <p><b>Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul>

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

<p><b>Assessor sign off of completed unit: Unit 22</b></p> <p>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:</p>	<p>Date:</p>

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

## Unit 23 Stroke awareness (F/503/7150)



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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand the importance of emergency response and treatment for stroke	4.1 Describe why stroke is a medical emergency		
	4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working		
	4.3 Identify the impact on the individual of the key stages of stroke		
	4.4 Identify the correct early positioning for airway management		
	4.5 Identify the information that needs to be included in reporting relevant and accurate history of the incident		
5. Understand the management of stroke	5.1 Describe why effective stroke care is important to the management of stroke		
	5.2 Identify support available to <b>individuals</b> and <b>others</b> affected by stroke		
	5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance		

## Unit 23 Stroke awareness (F/503/7150) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<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>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Assessment tests</b> Refers to FAST - Face, Arms, Speech, Test.</p> <p><b>Common risk factors:</b></p> <ul style="list-style-type: none"> <li>• genetic</li> <li>• lifestyle</li> <li>• ethnicity</li> <li>• age</li> <li>• other medical conditions.</li> </ul> <p><b>Settings:</b> This may vary according to the health and social care setting of the individual, eg residential or domiciliary environment.</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• advocates</li> <li>• other professionals</li> <li>• carers.</li> </ul>

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

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

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

## Unit 24 Promote stroke care management (J/616/6372)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote stroke care management.
<b>Credit value</b>	4
<b>Guided learning hours</b>	36
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation, policy and guidance in relation to stroke	1.1 Summarise current legislation, policy and guidance in relation to care and support of <b>individuals</b> following a stroke		
	1.2 Describe the potential impact of stroke on an individual's mental capacity		
2. Understand how to recognise stroke	2.1 Outline signs and symptoms of stroke		
	2.2 Describe stages of stroke		
	2.3 Describe assessment tests that are available to enable listing of the signs and symptoms		
	2.4 Explain changes that an individual may experience as a result of stroke		
3. Understand specific communication factors affecting individuals following stroke	3.1 Explain <b>effects of stroke</b> on the brain in relation to communication		
	3.2 Describe communication methods and <b>aids</b> to support individuals affected by stroke		
	3.3 Explain the use of supported conversation techniques		
	3.4 Describe the impact of communication difficulties on the individual		
	3.5 Describe services and resources to support communication needs		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand needs of individuals affected by stroke	4.1 Describe potential <b>changes in the brain</b> caused by stroke		
	4.2 Describe the effects of stroke on an individual: <ul style="list-style-type: none"> <li>• <b>physical</b></li> <li>• <b>cognitive</b></li> <li>• <b>psychological and emotional</b></li> <li>• <b>social</b></li> </ul>		
	4.3 Explain the impact stroke may have on nutrition		
	4.4 Describe the impact stroke may have on <b>sensory</b> ability		
	4.5 Explain the fluctuating effects of stroke on an individual		
	4.6 Describe <b>health needs</b> that may be associated with stroke		
5. Understand how to promote recovery and independence for an individual following stroke	5.1 Describe the impact of stroke on daily living		
	5.2 Explain use of activities to promote recovery and independence		
	5.3 Explain the importance of <b>repetition</b> to promote recovery		
	5.4 Identify effects of fatigue in stroke rehabilitation and reablement		
	5.5 Evaluate advances in assistive technology that support stroke recovery and rehabilitation		
	5.6 Explain the importance of working in partnership with <b>others</b> to support stroke recovery and independence		
6. Be able to support an individual following a stroke	6.1 Explain how to encourage an individual to review their <b>lifestyle</b> and promote their own health and wellbeing		
	6.2 Conduct a risk assessment		
	6.3 Support an individual with personal care and daily living		
	6.4 Support an individual with recovery and rehabilitation exercises and therapy		
	6.5 Monitor an individual and report changes or concerns		

**Unit 24 Promote stroke care management (J/616/6372) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcome 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Effects of stroke:</b></p> <ul style="list-style-type: none"> <li>• aphasia</li> <li>• apraxia</li> <li>• dysarthria.</li> </ul> <p><b>Aids:</b></p> <ul style="list-style-type: none"> <li>• high-tech (electronic technology)</li> <li>• low-tech (anything non-electronic).</li> </ul> <p><b>Changes in the brain:</b></p> <ul style="list-style-type: none"> <li>• the dominant side of the brain</li> <li>• non-dominant side of the brain.</li> </ul> <p><b>Physical effects:</b></p> <ul style="list-style-type: none"> <li>• fatigue</li> <li>• mobility</li> <li>• continence</li> <li>• pain</li> <li>• spatial awareness.</li> </ul> <p><b>Cognitive effects:</b></p> <ul style="list-style-type: none"> <li>• memory loss</li> <li>• perception</li> <li>• lack of inhibition</li> <li>• personality changes</li> <li>• emotional instability.</li> </ul> <p><b>Psychological and emotional effects:</b></p> <ul style="list-style-type: none"> <li>• self-esteem</li> <li>• confidence</li> <li>• depression</li> <li>• mood swings</li> <li>• grieving process</li> <li>• anger and frustration</li> <li>• behaviour changes</li> <li>• isolation.</li> </ul>

**Types of evidence (cont'd)****Social effects:**

- relationships
- interaction
- participation.

**Sensory:**

- vision
- hearing.

**Health needs:**

- medication
- co-morbidity
- complications eg:
  - aspiration
  - airway obstruction
  - hypoxia
  - hypotension
  - hypertension
  - hyperglycaemia
  - bedsores.

**Repetition:**

Repeating day-to-day activities or therapeutic remedies.

**Others:**

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

**Lifestyle:**

- driving
- return to work
- finances
- benefits
- sexuality
- relationships
- transport
- leisure.

**Unit 24 Promote stroke care management (J/616/6372) (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 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 Diabetes awareness (L/616/6356)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge and understanding required to be aware of diabetes.
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA8 and DIAB TT01

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand diabetes	1.1 Define the term 'diabetes'		
	1.2 Outline key features of type 1 diabetes		
	1.3 Outline key features of type 2 diabetes		
	1.4 Describe signs and symptoms of diabetes		
2. Know risk factors for developing type 2 diabetes	2.1 Identify risk factors associated with the development of type 2 diabetes		
	2.2 Describe ways that <b>individuals</b> can reduce their risk of developing type 2 diabetes		
	2.3 Outline the long-term health consequences of developing type 2 diabetes		
3. Know the treatment and management options for individuals with diabetes	3.1 Outline the treatments and other support available for individuals with diabetes: <ul style="list-style-type: none"> <li>• nutritional</li> <li>• medication</li> <li>• exercise</li> </ul>		
	3.2 Describe the importance of support from <b>others</b> for the individual with diabetes		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.3 Give examples of tests used to monitor diabetes to include: <ul style="list-style-type: none"> <li>• annual tests</li> <li>• daily (or more frequent) tests</li> </ul>		
4. Know how to respond to hypoglycaemia	4.1 Define the term 'hypoglycaemia'		
	4.2 Identify the causes of hypoglycaemia		
	4.3 List the signs and symptoms of hypoglycaemia		
	4.4 Describe actions to take if an individual is hypoglycaemic		
5. Know how to respond to hyperglycaemia	5.1 Define the term 'hyperglycaemia'		
	5.2 Identify the causes of hyperglycaemia		
	5.3 List the signs and symptoms of hyperglycaemia		
	5.4 Describe actions to take if an individual is hyperglycaemic		
6. Understand the links between diabetes and other conditions	6.1 Describe the impact of <b>intercurrent illness</b> on individuals with diabetes		
	6.2 Outline how treatment for diabetes may be required to change in response to intercurrent illness		
	6.3 Describe the links and possible complications between diabetes and: <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> <li>• pregnancy</li> <li>• cardiovascular disease</li> </ul>		
7. Understand how to work safely when monitoring individuals with diabetes	7.1 Identify current legislation and codes of practice for <b>safe working practices</b>		
	7.2 Explain the use of personal protective equipment when supporting monitoring activity		

## Unit 25 Diabetes awareness (L/616/6356) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Intercurrent illness:</b> A disease occurring during the course of another disease with which it has no connection.</p> <p><b>Safe working practices:</b> Including working and disposing of sharps, needles and lancets, disposing of body fluids.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 25</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 26 Support individuals with diabetes (Y/616/6358)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with diabetes.
<b>Credit value</b>	6
<b>Guided learning hours</b>	46
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA 8, DIAB TT01

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand diabetes	1.1 Define diabetes		
	1.2 State normal ranges of blood glucose levels		
	1.3 Describe the key features of: <ul style="list-style-type: none"> <li>• type 1 diabetes</li> <li>• type 2 diabetes</li> <li>• gestational diabetes</li> </ul>		
	1.4 State the prevalence for each type of diabetes: <ul style="list-style-type: none"> <li>• type 1 diabetes</li> <li>• type 2 diabetes</li> <li>• gestational diabetes</li> </ul>		
	1.5 Describe signs and symptoms of diabetes		
	1.6 Describe possible <b>long-term complications</b> to health for <b>individuals</b> with diabetes		
	1.7 Explain: <ul style="list-style-type: none"> <li>• glyceamia</li> <li>• hyperglycaemia</li> <li>• hypoglycaemia</li> </ul>		
	1.8 Describe the function of insulin in maintaining blood glucose levels		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Understand risk factors of developing diabetes	2.1 Describe <b>pre-diabetes</b>		
	2.2 Examine current information about risk factors for the development of diabetes		
	2.3 Explain risk factors that contribute to the development of diabetes		
	2.4 Explain the role of exercise, diet and weight control in prevention of type 2 diabetes		
	2.5 Outline medical conditions linked with type 1 and type 2 diabetes		
3. Understand monitoring processes in relation to diabetes	3.1 Explain the process for screening and diagnosing diabetes		
	3.2 Explain the importance and process of monitoring: <ul style="list-style-type: none"> <li>• blood glucose levels</li> <li>• urine glucose levels and ketone presence</li> <li>• blood pressure</li> <li>• body mass index (BMI)</li> </ul>		
	3.3 Describe types of medication used in the treatment of diabetes and potential side effects		
	3.4 Describe the signs and symptoms of: <ul style="list-style-type: none"> <li>• hyperosmolar hyperglycaemic syndrome (HHS)</li> <li>• diabetic ketoacidosis (DKA)</li> </ul>		
	3.5 Describe the correct treatment, reporting and recording procedures for diabetic emergencies: <ul style="list-style-type: none"> <li>• hyperosmolar hyperglycaemic syndrome</li> <li>• diabetic ketoacidosis</li> </ul>		
4. Understand the nutritional needs of individuals with diabetes	4.1 Explain the nutritional requirements of individuals with diabetes		
	4.2 Explain how different carbohydrates affect blood glucose level		
	4.3 Explain the role of a nutritional plan for individuals with diabetes		
5. Understand the links between diabetes and other conditions	5.1 Explain the links between diabetes and: <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> <li>• pregnancy</li> <li>• cardiovascular disease</li> </ul>		

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

**Unit 26 Support individuals with diabetes (Y/616/6358) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcome 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Long-term complications:</b></p> <ul style="list-style-type: none"> <li>• cardiovascular disease</li> <li>• nerve damage</li> <li>• kidney damage</li> <li>• eye damage</li> <li>• foot damage</li> <li>• skin conditions – including ulcers</li> <li>• hearing impairment</li> <li>• Alzheimer's disease.</li> </ul> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Pre-diabetes:</b></p> <ul style="list-style-type: none"> <li>• impaired fasting glycaemia</li> <li>• impaired glucose intolerance.</li> </ul>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 26</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 27 Understanding professional supervision practice (H/602/3185)

<b>Unit summary</b>	The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to LMCS A1, B1, HSC 41, 43, 45
<b>Barred unit</b>	This unit is barred against Unit 28 – Professional supervision in adult care

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the purpose of supervision	1.1 Evaluate theoretical approaches to professional supervision		
	1.2 Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision		
2. Understand how the principles of supervision can be used to inform performance management	2.1 Explain key principles of effective professional supervision		
	2.2 Analyse the importance of managing performance in relation to: <ul style="list-style-type: none"> <li>governance</li> <li>safeguarding</li> <li>key learning from critical reviews and inquiries</li> </ul>		
3. Understand how to support individuals through professional supervision	3.1 Analyse the concept of anti-oppressive practice in professional supervision		
	3.2 Explain methods to assist individuals to deal with challenging situations		
	3.3 Explain how conflict may arise within professional supervision		
	3.4 Describe how conflict can be managed within professional supervision		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand how professional supervision supports performance	4.1 Explain the responsibility of the supervisor in setting clear targets and performance indicators		
	4.2 Explain the performance management cycle		
	4.3 Compare methods that can be used to measure performance		
	4.4 Describe the indicators of poor performance		
	4.5 Evaluate the use of performance management towards the achievement of objectives		

## Unit 27 Understanding professional supervision practice (H/602/3185) (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 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 Professional supervision in adult care (R/616/6407)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required for professional supervision in adult care.
<b>Credit value</b>	3
<b>Guided learning hours</b>	22
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to LMCS A1, B1, HSC 41, 43, 45
<b>Barred unit</b>	This unit is barred against Unit 27 – Understanding professional supervision practice

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand professional supervision in adult care	1.1 Describe principles, scope and purpose of professional supervision		
	1.2 Summarise the requirements of legislation, codes of practice and agreed ways of working in relation to professional supervision		
	1.3 Summarise models of professional supervision		
2. Understand the role of professional supervision in performance management	2.1 Explain the performance management cycle		
	2.2 Explain how professional supervision informs performance management		
3. Understand conflict management in relation to professional supervision	3.1 Explain how conflict: <ul style="list-style-type: none"> <li>may arise within professional supervision</li> <li>can be managed within professional supervision</li> </ul>		
4. Be able to provide professional supervision	4.1 Agree boundaries and expectations in relation to supervision		
	4.2 Agree performance goals and objectives in line with organisational vision and strategy		
	4.3 Use information from different sources to measure supervisee's performance		
	4.4 Support the supervisee to reflect on practice		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.5 Provide constructive feedback to improve performance		
	4.6 Support the supervisee to identify own development needs		
	4.7 Review and revise the supervisee's performance goals and objectives		
	4.8 Record outcomes of supervision		
	4.9 Evaluate own performance in relation to supervision		



## Unit 28 Professional supervision in adult care (R/616/6407) (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.

#### 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 28

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

Assessor name:

Signature:

Date:

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

# Unit 29 Recognise indications of substance misuse and refer individuals to specialists (M/601/0648)

<b>Unit summary</b>	This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over-the-counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.
<b>Credit value</b>	4
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC362 and HSC338
<b>Barred unit</b>	This unit is barred against Unit 30 – Support individuals who are substance users

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Be able to recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (eg illegal drugs, prescription drugs, over-the-counter drugs, alcohol, solvents)		
	1.2 Identify possible indications of substance misuse (eg physical, behavioural, social, emotional)		
	1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse		
	1.4 Show how to obtain specialist assistance where required		
	1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up to date		
2. Be able to assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures		
	2.2 Review the assessment of risk and explain why this is important		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk		
3. Be able to handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so		
	3.2 Identify the rights of individuals and the principle of confidentiality		
4. Be able to refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally		
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements		
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements		

**Unit 29 Recognise indications of substance misuse and refer individuals to specialists  
(M/601/0648) (cont'd)**

**Assessment guidance**

**Delivery and assessment**

Learning outcomes 1, 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.

**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 who are substance users (D/616/6376)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals who are substance users.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC379
<b>Barred unit</b>	This unit is barred against Unit 29 – Recognise indications of substance misuse and refer individuals to specialists

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the context of substance use	1.1 Explain reasons for substance use		
	1.2 Explain reasons why <b>individuals</b> decide to cease or reduce substance use		
	1.3 Explain the impact of mental health on substance use		
2. Understand substances, their effects and how they might be used	2.1 Identify: <ul style="list-style-type: none"> <li><b>substances</b> individuals may use</li> <li>how substances are used</li> <li>potential effects of substances</li> </ul>		
	2.2 Identify possible <b>indications</b> of substance misuse		
	2.3 Identify <b>risks</b> in relation to substance misuse		
3. Be able to support individuals to adopt safe practices in relation to substance use	3.1 <b>Support</b> individuals to discuss their circumstances and history of substance misuse		
	3.2 Advise individuals on methods of substance use and how related activities can be practised more safely		
	3.3 Support individuals to dispose of hazardous materials and equipment safely		
	3.4 Describe harm-reduction strategies		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.5 Identify the potential effects of attempting to cease or reduce substance use and the strategies/methods for alleviating them		
	3.6 Describe strategies for alleviating the effects of attempting to cease or reduce substance use		
4. Be able to support individuals when they have used substances	4.1 Summarise policies and procedures in relation to the support of individuals who have misused substances		
	4.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual		
	4.3 Support individuals to meet their own needs and requirements after the effects of the substance have worn off		
	4.4 Explain when and how to request support and assistance		
	4.5 Record and report information in relation to episodes of substance misuse		
5. Be able to support individuals to address substance misuse through an action plan	5.1 Assist individuals to review reasons for making a commitment to reduce substance use		
	5.2 Support the individual to contribute to the development of an action plan		
	5.3 Gather and record information in relation to the individual's progress		
	5.4 Describe how to manage own feelings in relation to the individual's progress		
	5.5 Review the action plan with the individual and agree next steps		
	5.6 Identify the specialist agencies and support networks in relation to substance misuse		

## Unit 30 Support individuals who are substance users (D/616/6376) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>The evidence for this unit is likely to come from:</p> <ul style="list-style-type: none"> <li>• the observation of the learner working with an individual</li> <li>• confidential case records</li> <li>• the learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.</li> </ul> <p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Substances:</b></p> <ul style="list-style-type: none"> <li>• illegal drugs</li> <li>• prescription drugs</li> <li>• over-the-counter drugs</li> <li>• alcohol</li> <li>• solvents.</li> </ul> <p><b>Indications:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• behavioural</li> <li>• social</li> <li>• emotional.</li> </ul> <p><b>Risks</b> may include:</p> <ul style="list-style-type: none"> <li>• short-/long-term</li> <li>• injury to self and others</li> <li>• overdose and other health risks</li> <li>• dependence/addiction</li> <li>• self-neglect.</li> </ul> <p><b>Support</b> may include:</p> <ul style="list-style-type: none"> <li>• counselling</li> <li>• financial</li> <li>• emotional</li> <li>• medical</li> <li>• self-help groups.</li> </ul>

**Unit 30 Support individuals who are substance users (D/616/6376) (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 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 Increase awareness about drugs, alcohol and other substances with individuals and groups (H/501/0586)**

<b>Unit summary</b>	This unit is for those who need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness-raising may be with children and young people, or with other people who need to know about substances, eg because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.
<b>Credit value</b>	7
<b>Guided learning hours</b>	42
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to the Skills for Health/DANOS national occupational standard: AD1 Raise awareness about substances, their use and effects. This also appears in Health and Social Care Standards as HSC365

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation and policy relevant to substance use	1.1 Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs		
	1.2 Describe government policy in relation to substance use services eg prevention, treatment and rehabilitation		
	1.3 Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol		
	1.4 Describe the legislation, policy and procedures regarding equality and confidentiality of information		
2. Understand substance use, its effects and treatments	2.1 Describe the different substances which are available and the effects they have on the body eg stimulants, sedatives and hallucinogenics		
	2.2 Identify the street names for substances, and how these change over time and in different locations		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.3 Describe the dangers of substance use eg related to quantity, frequency, purity and polydrug use		
	2.4 Describe the methods of substance use and the risks associated with the different methods		
	2.5 Explain the inter-relationship between the background of individuals and the effect of substances on them, eg experience and expectations, mental and psychological state, physical health		
	2.6 Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation		
	2.7 Describe the relationship between substance use, crime and antisocial behaviour		
3. Be able to identify individuals' knowledge and values about substances	3.1 Enable individuals to talk about and identify what they know and understand about substance use		
	3.2 Support individuals to explore their feelings and values about substance use		
	3.3 Interact with individuals in a manner that encourages an open exchange of views and is non-judgemental		
4. Be able to increase individuals' knowledge and understanding of substances	4.1 Identify the gaps in individuals' knowledge and understanding about substances, their use and effects		
	4.2 Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others		
	4.3 Provide learning opportunities in a manner sensitive to individuals' needs and confidence		
	4.4 Ensure that the content of the learning provision is accurate and based on up-to-date evidence		

### Unit 31 Increase awareness about drugs, alcohol and other substances with individuals and groups (H/501/0586) (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.

##### **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 Test for substance use (K/616/6378)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to test for substance use.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC363

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Be able to prepare to test individuals for substance use	1.1 Identify <b>individuals</b> to be tested for substance misuse		
	1.2 Make arrangements for tests to be witnessed		
	1.3 Comply with health, safety and security policies		
	1.4 Confirm individuals understand the purpose of the tests, their rights, and consequences of not submitting to the testing procedures		
	1.5 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested		
	1.6 Obtain consent for testing procedures		
	1.7 Explain to individuals how they are to provide their <b>samples</b>		
2. Be able to test for substances	2.1 Take samples according to agreed ways of working		
	2.2 Test samples, or refer them for testing		
	2.3 Follow supplier's/manufacture's instructions for use of equipment		
	2.4 Dispose of samples and equipment		
	2.5 Explain causes of false readings		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to communicate outcomes of testing for substances.	3.1 Communicate the outcomes of the tests to individuals and <b>others</b>		
	3.2 Obtain individual's informed consent when test results are to be shared		
	3.3 Maintain records and reports in accordance with organisational policy and procedures		

## Unit 32 Test for substance use (K/616/6378) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Samples:</b></p> <ul style="list-style-type: none"> <li>• breath</li> <li>• urine</li> <li>• blood</li> <li>• hair</li> <li>• saliva.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor signoff of completed unit:</b> Unit 32 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

### Unit 33 Support individuals through detoxification programmes (K/501/0590)

<b>Unit summary</b>	This unit is about working with individuals to achieve stabilisation or withdrawal from alcohol, drug and substance misuse through a planned programme of treatment and care. This will involve inducting individuals onto detoxification programmes, developing and reviewing these programmes, and managing the closure of the programme and next steps.
<b>Credit value</b>	3
<b>Guided learning hours</b>	18
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to the Skills for Health/DANOS national occupational standard: AH7 Support individuals through detoxification programmes The original AH7 appears in the Health and Social Care Standards as HSC381 Support individuals through detoxification programmes

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how assessments should be undertaken	1.1 Explain how requests for assessment should be prioritised in line with an organisation's criteria		
	1.2 Describe how to arrange for a comprehensive substance review and risk assessment		
	1.3 Describe how individuals may be involved in the assessment of their needs		
	1.4 Explain how individual motivation and readiness to engage in a treatment programme are assessed		
	1.5 Explain how information obtained during an assessment should be passed to another organisation in line with local protocols		
	1.6 Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Be able to introduce individuals to detoxification programmes	2.1 Implement the locally agreed criteria for admission of individuals to a detoxification programme		
	2.2 Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme		
	2.3 Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme		
	2.4 Describe what a 'contract of care' includes and the respective responsibilities of the individual and the service during a detoxification programme		
	2.5 Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme		
3. Be able to develop and review detoxification treatment and care plans	3.1 Demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate		
	3.2 Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme		
	3.3 Review assessments at appropriate intervals once an individual has commenced a programme of care		
	3.4 Describe the evidence base for the likely outcomes of detoxification programmes		
4. Be able to manage closure of individuals' detoxification programmes	4.1 Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan		
	4.2 Establish active co-ordination between detoxification and rehabilitative services after discharge		
	4.3 Complete case closure information promptly and accurately for individuals who have achieved abstinence and left the programme		



### Unit 33 Support individuals through detoxification programmes (K/501/0590) (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.

##### **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 Supply and exchange injecting equipment for individuals (D/501/0599)

<b>Unit summary</b>	This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm-minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.
<b>Credit value</b>	3
<b>Guided learning hours</b>	18
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to the Skills for Health/DANOS national occupational standard: AH3 Supply and exchange injecting equipment for individuals This also appears in Health and Social Care Standards as HSC380

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand policy and procedures for the supply and exchange of injecting equipment	1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment		
	1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties		
	1.3 Identify the potential benefits of brief interventions with substance users		
	1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these		
	1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substances		
	1.6 Describe the potential blood-borne viruses		
	1.7 Explain what to do in the event of a needle stick injury occurring		
	1.8 Describe the range of substance misuse services available in the locality		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them		
2. Be able to conduct initial assessment of substance users and provide relevant advice	2.1 Establish whether the individual is injecting and the frequency of injecting		
	2.2 Conduct a health assessment with the individual (eg noting skin conditions, abscesses, injecting sites)		
	2.3 Provide relevant and timely advice eg: <ul style="list-style-type: none"> <li>• safe or safer injecting techniques and sites</li> <li>• harm minimisation</li> <li>• primary health</li> <li>• safer sex</li> </ul>		
	2.4 Provide advice and resources for safe storage and disposal of injecting equipment		
	2.5 Refer individuals to other services according to identified need		
	2.6 Liaise with providers of other services in line with policies and protocol		
3. Be able to supply and exchange injecting equipment	3.1 Demonstrate that: <ul style="list-style-type: none"> <li>• adequate stocks of injecting equipment are maintained</li> <li>• injecting equipment is stored safely and securely</li> </ul>		
	3.2 Dispense injecting equipment to individuals in line with the assessment of their needs		
	3.3 Demonstrate safe handling of dispensed and returned injecting equipment		
	3.4 Carry out the exchange process discreetly to maintain confidentiality		
	3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials		
	3.6 Maintain records of: <ul style="list-style-type: none"> <li>• injecting equipment supply and exchange in line with organisational procedures</li> <li>• the needle exchange service</li> </ul>		

## Unit 34 Supply and exchange injecting equipment for individuals (D/501/0599) (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.

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

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.
<b>Credit value</b>	4
<b>Guided learning hours</b>	26
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS6 2012

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> <li>adequate space for the move</li> <li>potential hazards are removed</li> </ul>		
	3.6 Apply standard precautions for infection control		
4. Be able to move and position an individual	4.1 Confirm the individual's identity and obtain <b>valid consent</b>		
	4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>provides relevant information</li> <li>addresses needs and concerns</li> <li>provides support and reassurance</li> <li>is respectful of personal beliefs and preferences</li> </ul>		
	4.3 Position the individual in accordance with their care plan		
	4.4 Communicate effectively with <b>others</b> involved in the manoeuvre		
	4.5 Describe the aids and equipment that may be used for moving and positioning		
	4.6 Use equipment to maintain the individual in the appropriate position		
	4.7 Encourage the individual's <b>active participation</b> in the manoeuvre		
	4.8 Monitor the individual throughout the activity		
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 35 Move and position individuals in accordance with their care plan (T/615/7229) (cont'd)****Assessment guidance**

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

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

# Unit 36 Contribute to raising awareness of health issues (T/601/9027)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work as part of a team to raise awareness of health issues.
<b>Credit value</b>	4
<b>Guided learning hours</b>	26
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 3103

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand factors affecting awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of <b>health issues</b>		
	1.2 Compare the roles of agencies and <b>others</b> who may be involved in raising awareness of health issues		
	1.3 Describe factors to consider when planning awareness-raising activities		
2. Be able to recognise the need for raising awareness of health issues	2.1 Access information and support about health issues and approaches to raising awareness		
	2.2 Identify with others any health issues affecting <b>individuals</b> about which awareness needs to be raised		
	2.3 Review with others the demand for and interest in raising awareness of a particular health issue		
3. Be able to assist in planning activities to raise awareness of health issues	3.1 Contribute to agreeing roles and responsibilities within a team planning awareness-raising activities		
	3.2 Work with the team to <b>plan</b> a set of <b>activities</b> to raise awareness about a health issue		
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out agreed role to implement activities		
	4.2 Demonstrate communication that promotes effective teamwork while the plan is implemented		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.3 Encourage individuals and others to give feedback about awareness-raising activities		
5. Be able to review the effectiveness of activities to raise awareness of health issues	5.1 Work with others to agree processes and criteria for reviewing the programme of activities		
	5.2 Collate and present <b>information</b> about the activities		
	5.3 Work with others to review the effectiveness of the programme		
	5.4 Make recommendations for changes to awareness-raising activities		

**Unit 36 Contribute to raising awareness of health issues (T/601/9027) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Health issues:</b></p> <ul style="list-style-type: none"> <li>• specific health needs</li> <li>• actions or behaviours that may put health or development at risk.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• co-workers, line manager and other professionals</li> <li>• carers, friends and relatives of individuals</li> <li>• others who are important to the wellbeing of individuals.</li> </ul> <p><b>Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Plan:</b></p> <ul style="list-style-type: none"> <li>• aims, objectives, outcomes and target audience</li> <li>• media and communication formats</li> <li>• best options to meet aims</li> <li>• how to implement activities</li> <li>• how to monitor activities</li> <li>• roles and responsibilities.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• consultations</li> <li>• interviews</li> <li>• questionnaires</li> <li>• presentations</li> <li>• displays/posters</li> <li>• discussion groups</li> <li>• self-analysis checklists.</li> </ul> <p><b>Information:</b></p> <ul style="list-style-type: none"> <li>• processes</li> <li>• outcomes</li> <li>• impact on target audience</li> <li>• cost effectiveness.</li> </ul>

**Unit 36 Contribute to raising awareness of health issues (T/601/9027) (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 Support individuals to retain, regain and develop skills for everyday life (H/616/6346)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to retain, regain and develop skills for everyday life.
<b>Credit value</b>	4
<b>Guided learning hours</b>	28
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 344

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life	3.1 Support an individual to communicate and identify their current skills, aptitudes and abilities		
	3.2 Work with an individual and <b>others</b> to communicate and identify skills for everyday life that need to be retained, regained or developed		
	3.3 Identify when specialist support may be required to retain, regain or develop skills		
	3.4 Agree goals and methods of support for retaining, regaining or developing skills with individuals and others		
	3.5 Agree a care and support plan with individuals and others		
	3.6 Support an individual to select methods of support to achieve progress		
4. Be able to support individuals to retain, regain or develop skills for everyday life	4.1 Support individuals to retain, regain and develop skills, in a way that builds on strengths and promotes <b>active participation</b>		
	4.2 Support individuals to carry out activities in ways that ensure safety.		
	4.3 Modify approaches in response to distress or expressed wishes of an individual		
	4.4 Encourage individuals to recognise progress and identify additional support needs		
	4.5 Give constructive feedback to an individual in relation to progress and achievement		
5. Be able to evaluate support for retaining, regaining or developing skills for everyday life	5.1 Work with an individual and others to agree criteria and processes for evaluating support		
	5.2 Evaluate progress towards goals and the effectiveness of methods used		
	5.3 Agree revisions to the plan for retaining, regaining or developing skills		
	5.4 Record and report outcomes		

## Unit 37 Support individuals to retain, regain and develop skills for everyday life (H/616/6346) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Methods</b> should be person-led:</p> <ul style="list-style-type: none"> <li>• demonstration</li> <li>• discussion</li> <li>• coaching</li> <li>• instruction</li> <li>• repetition</li> <li>• cognitive exercises.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation:</b> 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>

**Unit 37 Support individuals to retain, regain and develop skills for everyday life (H/616/6346)**  
**(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 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 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC0351

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to <b>individuals</b> of engaging in <b>learning or development activities</b>		
	1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate		
	1.3 Explain how individual needs and <b>preferences</b> may influence how learning and development activities are accessed or delivered		
2. Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities		
	2.2 Provide the individual and <b>others</b> with information on possible learning or development activities		
	2.3 Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities		
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual		
3. Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.2 Establish with the individual and others a plan for implementing the programme of activities		
	3.3 Assess risks in line with <b>agreed ways of working</b>		
4. Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity		
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual		
	4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation		
	4.4 Prepare the environment so that the activity can be carried out safely and effectively		
5. Be able to facilitate learning and development activities with individuals	5.1 Carry out agreed role in facilitating the activity		
	5.2 Support the individual to engage with the activity in a way that promotes <b>active participation</b>		
	5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided		
	5.4 Make adjustments in response to feedback		
6. Be able to evaluate and review learning and development activities	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided		
	6.2 Collate and present information for evaluation as agreed		
	6.3 Use agreed criteria to evaluate the activity with the individual and others		
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided		
	6.5 Explain the importance of recognising progress achieved through a learning or development activity		
	6.6 Record the outcome of the evaluation in line with organisational requirements		
	6.7 Explain how to refer any concerns to an appropriate person		

## Unit 38 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Learning or development activities:</b></p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction.</li> </ul> <p><b>Preferences:</b></p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Agreed ways of working:</b> Will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Active participation:</b> 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>

**Unit 38 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259) (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 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 Implement therapeutic group activities (Y/615/7188)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.
<b>Credit value</b>	4
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC393

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the principles of therapeutic group activities	1.1 Explain how participating in <b>therapeutic group activities</b> can benefit an <b>individual's</b> identity, self-esteem and wellbeing		
	1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances		
	1.3 Compare theories in relation to group dynamics		
2. Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and <b>others</b> to agree: <ul style="list-style-type: none"> <li>the nature and purpose of a therapeutic group</li> <li>specific activities to fit the purpose of the group</li> <li>the monitoring or observations required as part of the group activity</li> <li>own role in relation to planning and preparing for the group activity</li> </ul>		
	2.2 Address any <b>risks</b> that may be associated with the planned activities		
	2.3 Prepare the environment for a therapeutic group activity		
	2.4 Prepare equipment or resources needed for the activity		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group		
	3.2 Support group members during the activity in ways that encourage effective communication, <b>active participation</b> and co-operation		
	3.3 Support group members according to their own level of ability and need		
	3.4 Give direction, praise, reassurance and constructive feedback during the activity		
	3.5 Support the group to bring the activity to a safe and timely end		
4. Be able to contribute to the evaluation of therapeutic group activities	4.1 Encourage and support individuals to give feedback during and after group activities		
	4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities		
	4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions		
	4.4 Record and report on outcomes and any revisions in line with agreed ways of working		

**Unit 39 Implement therapeutic group activities (Y/615/7188) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Therapeutic group activities:</b></p> <ul style="list-style-type: none"> <li>• reminiscence therapy</li> <li>• relaxation and anxiety management</li> <li>• remedial games</li> <li>• health-related group activities</li> <li>• art or music therapy.</li> </ul> <p><b>Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• families, carers and advocates.</li> </ul> <p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• the health, safety and wellbeing of those in the group</li> <li>• unintentional exclusion of some group members</li> <li>• others involved with the group's activities</li> <li>• the environment</li> <li>• equipment and resources used.</li> </ul> <p><b>Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Unit 39 Implement therapeutic group activities (Y/615/7188) (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 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.

## Unit 40 Support individuals to develop and run support groups (A/615/7216)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to develop and run support groups.
<b>Credit value</b>	3
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0394

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the role of support groups	1.1 Explain the benefits of support groups to <b>individuals</b>		
	1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals		
	1.3 Compare key points of theories about group dynamics		
	1.4 Explain when to refer any issues, which are out of scope of own role, to an appropriate person		
2. Be able to support individuals to assess the need for additional support groups	2.1 Work with individuals to identify if a support group could be helpful		
	2.2 Assist the individual to access sources of information about existing support groups		
	2.3 Work with individuals to evaluate existing support groups and identify gaps in provision		
3. Be able to support individuals to develop their own support groups	3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision		
	3.2 Work with individuals to agree the nature and purpose of the support group		
	3.3 Establish with individuals the level and type of support they require to set up a group		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.4 Carry out own role as agreed to support the setting up of the group		
4. Be able to support individuals to run support groups	4.1 Establish with individuals the support they need to run the group		
	4.2 Support the individual to operate safely		
	4.3 Support the individual to resolve conflicts		
5. Be able to support individuals to evaluate support groups	5.1 Support the individual to monitor the group's activities and outcomes		
	5.2 Support the individual to: <ul style="list-style-type: none"> <li>agree processes and criteria for evaluating the group's activities and outcomes</li> <li>evaluate the group's activities and outcomes</li> </ul>		
	5.3 Report on the effectiveness of the support group in line with agreed ways of working		

**Unit 40 Support individuals to develop and run support groups (A/615/7216) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
Evidence could include:  <b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

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

# Unit 41 Support individuals to access and use services and facilities (A/615/7202)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.
<b>Credit value</b>	4
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0226

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of services and facilities can be beneficial to an <b>individual's</b> wellbeing		
	1.2 Identify barriers that individuals may encounter in accessing services and facilities		
	1.3 Describe ways of overcoming barriers to accessing services and facilities		
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation		
2. Be able to support individuals to select services and facilities	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs		
	2.2 Agree with individuals their preferred options for accessing services and facilities		
	2.3 Work with individuals to select services or facilities that meet their assessed needs and <b>preferences</b>		
3. Be able to support individuals to access and use services and facilities	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities		
	3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities		
4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences		
	4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities		
	4.3 Work with individuals and <b>others</b> to evaluate the support provided for accessing and using services or facilities within scope of own role		
	4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role		

**Unit 41 Support individuals to access and use services and facilities (A/615/7202) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences:</b></p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 41</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 42 Provide support for individuals within a shared lives arrangement (J/601/9601)

<b>Unit summary</b>	This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 334

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to assist individuals to adjust to the home environment	4.1 Provide a welcoming and supportive environment for an individual with the help of key people		
	4.2 Provide opportunities for the individual to meet and get to know key people		
	4.3 Support the individual to settle into the home environment		
	4.4 Support the individual to communicate their thoughts and feelings about sharing the home environment		
	4.5 Describe actions to take if an individual is distressed		
	4.6 Provide opportunities for the individual's continued personal and social development		
5. Be able to support key people to adjust to a shared lives arrangement	5.1 Establish with key people any adjustments that might need to be made to support an individual within the home		
	5.2 Establish strategies to deal with any conflict and disagreements that may arise		
	5.3 Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties		
	5.4 Describe ways to balance the needs of key people and the individual		
	5.5 Support key people to participate in the shared lives arrangement		
6. Be able to contribute to on-going review of the shared lives arrangement	6.1 Provide regular feedback on the shared lives arrangement in line with <b>agreed ways of working</b>		
	6.2 Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness		

## Unit 42 Provide support for individuals within a shared lives arrangement (J/601/9601) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Shared lives arrangement:</b></p> <ul style="list-style-type: none"> <li>• long-term accommodation support</li> <li>• short breaks</li> <li>• daytime support</li> <li>• kinship support.</li> </ul> <p><b>Key people:</b></p> <ul style="list-style-type: none"> <li>• those who share the learner's home</li> <li>• members of learner's extended family</li> <li>• learner's social networks</li> <li>• others who may be involved in the shared lives arrangement.</li> </ul> <p><b>Agreed ways of working:</b></p> <p>Will include policies and procedures where these exist.</p>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 42</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



### Unit 43 Support individuals in their relationships (R/601/8578)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.
<b>Credit value</b>	4
<b>Guided learning hours</b>	27
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 331

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support individuals to develop new relationships	3.1 Describe types of support and information an individual may need in order to extend their social network		
	3.2 Establish with an individual the type and level of support needed to develop a new relationship		
	3.3 Provide agreed support and information to develop the relationship		
	3.4 Encourage continued participation in actions and activities to develop the relationship		
4. Be able to support individuals to maintain existing relationships	4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends		
	4.2 Establish with an individual the type and level of support needed to maintain the relationship		
	4.3 Provide agreed support to maintain the relationship		
5. Be able to work with individuals to review the support provided for relationships	5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been		
	5.2 Collate <b>information</b> about the relationship and the support provided		
	5.3 Work with the individual and <b>others</b> to review and revise the support provided		
	5.4 Report and record in line with <b>agreed ways of working</b>		

## Unit 43 Support individuals in their relationships (R/601/8578) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• family relationships</li> <li>• friendships</li> <li>• social networks.</li> </ul> <p><b>Information:</b></p> <ul style="list-style-type: none"> <li>• feedback from the individual and others</li> <li>• observations</li> <li>• records.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual's wellbeing.</li> </ul> <p><b>Agreed ways of working:</b> Will include policies and procedures where these exist.</p>

**Unit 43 Support individuals in their relationships (R/601/8578) (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 43**

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 44 Facilitate person-centred assessment, planning, implementation and review (K/616/6350)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to facilitate person-centred assessment, planning, implementation and review.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 328 and HSC 329

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the principles of person-centred assessment and care planning	1.1 Explain the importance of a holistic approach to assessment and care planning		
	1.2 Describe ways to support an <b>individual</b> to lead the assessment and planning process		
	1.3 Describe strategies to ensure the assessment and planning process maximises an individual's ownership and control		
2. Be able to facilitate person-centred assessment	2.1 Establish with an individual: <ul style="list-style-type: none"> <li>a partnership approach to the assessment process</li> <li>how the assessment process should be carried out</li> <li>who should be involved in the assessment process</li> </ul>		
	2.2 Agree with an individual and <b>others</b> the intended outcomes of the assessment process and <b>care plan</b>		
	2.3 Ensure that assessment takes account of an individual's needs, strengths and aspirations		
	2.4 Work with an individual and others to identify support requirements and preferences		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to contribute to the planning of care or support	3.1 Identify factors that may influence the type and level of care or support to be provided		
	3.2 Work with an individual and others to explore <b>options and resources</b> for delivery of the care plan		
	3.3 Contribute to the agreement of care plan delivery		
	3.4 Record the care plan in an accessible format		
4. Be able to support the implementation of care plans	4.1 Carry out care plan activities		
	4.2 Support others to carry out care plan activities		
	4.3 Adjust the care plan in response to changing needs or circumstances		
5. Be able to monitor a care plan	5.1 Agree methods for monitoring care plan delivery		
	5.2 Collate monitoring information from agreed sources		
	5.3 Record changes that impact the delivery of the care plan		
6. Be able to facilitate a review of care plans and their implementation	6.1 Agree with an individual and others: <ul style="list-style-type: none"> <li>who should be involved in the review process</li> <li>the review criteria</li> </ul>		
	6.2 Obtain feedback from an individual and others in relation to the care plan		
	6.3 Evaluate the care plan		
	6.4 Work with an individual and others to agree <b>revisions</b> to the care plan		
	6.5 Maintain records and reports		

## Unit 44 Facilitate person-centred assessment, planning, implementation and review (K/616/6350) (cont'd)

### Assessment guidance

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

**Unit 44 Facilitate person-centred assessment, planning, implementation and review (K/616/6350)  
(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 44**

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

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.
<b>Credit value</b>	4
<b>Guided learning hours</b>	29
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0343

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 45 Support individuals to live at home (D/615/7337) (cont'd)****Assessment guidance**

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

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 45</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 46 Support individuals to manage their finances (J/615/7185)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0345

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Know how to access information and advice about financial affairs.	1.1 Identify sources of information and advice about methods and services for managing personal finances		
	1.2 Identify sources of information and advice about benefits and allowances		
	1.3 Describe the role of <b>others</b> who may be involved in supporting individuals to manage their own finances		
	1.4 Describe how and when to access specialist expertise in relation to managing financial affairs		
	1.5 Explain how to access advice on safeguarding against financial abuse		
2. Be able to provide support for individuals to manage their finances	2.1 Identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances		
	2.2 Work with the <b>individual</b> to identify the skills they have for managing their own finances		
	2.3 Identify an individual's preferred methods and services for managing their finances		
	2.4 Provide support for managing finances in a way that promotes <b>active participation</b> and safeguards the individual		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.5 Contribute to records and reports in relation to finances in line with agreed ways of working		
3. Be able to contribute to applying for financial assistance	3.1 Provide support for an individual to check the benefits and allowances they are entitled to		
	3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation		
4. Be able to contribute to reviewing support for managing finances	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances		
	4.2 Work with the individual to evaluate methods, services and support for managing finances		
	4.3 Agree with the individual any changes to methods, services and support for managing finances		
	4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support		
	4.5 Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support		

## Unit 46 Support individuals to manage their finances (J/615/7185) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• families, carers and advocates.</li> </ul> <p><b>Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

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

<p><b>Assessor sign off of completed unit: Unit 46</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p>	
Assessor name:	
Signature:	Date:

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

# Unit 47 Support individuals to access and manage direct payments (K/615/7213)

<b>Unit summary</b>	This unit covers the underpinning knowledge and skills required to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.
<b>Credit value</b>	4
<b>Guided learning hours</b>	20
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0346

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the role of direct payments	1.1 Explain the purpose of direct payments		
	1.2 Explain legislation and policies relating to direct payments for providing care and support		
	1.3 Identify the range of services for which direct payments may be used		
	1.4 Explain the term 'personalisation' in relation to direct payments		
2. Be able to support individuals to decide whether to use direct payments	2.1 Identify sources of information and advice about using direct payments		
	2.2 Identify the conditions that need to be met for the <b>individual</b> to be eligible for direct payments		
	2.3 Provide information and advice about direct payments in a way that is accessible to an individual and <b>others</b>		
	2.4 Access specialist guidance about using direct payments		
	2.5 Work with the individual and others to assess: <ul style="list-style-type: none"> <li>whether a direct payment would be beneficial in meeting the individual's needs</li> <li>the level and type of support needed to manage the direct payment</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to provide support to select services to be purchased with direct payments	3.1 Provide accessible information about services that are likely to meet the individual's needs		
	3.2 Work with the individual and others to select support that meets their needs within resources available		
	3.3 Support the individual to check and understand documents produced by service providers selected		
4. Be able to provide support for completing paperwork associated with direct payments	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes <b>active participation</b>		
	4.2 Support the individual to make payments for services purchased, in a way that promotes active participation		
	4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation		
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments		
	5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments		
	5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts		
6. Be able to contribute to reviewing the support provided through direct payments	6.1 Agree with the individual any support needs and the required support to be purchased		
	6.2 Work with the individual and others to evaluate the support they have purchased		
	6.3 Agree and record any changes needed to the support purchased		
	6.4 Provide feedback to organisations about the support purchased		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
7. Be able to contribute to reviewing the management of direct payments	7.1 Work with the individual and others to review the management of the direct payment		
	7.2 Agree and record any changes to the type and level of support needed for managing a direct payment		
	7.3 Provide feedback to people and organisations about the management of the individual's direct payment		

**Unit 47 Support individuals to access and manage direct payments (K/615/7213) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
Learning outcomes 2, 3, 4, 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.
<b>Types of evidence</b>
Evidence could include:  <b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Others:</b> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <b>Active participation:</b> A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.  Learner signature: _____ Date: _____
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<b>Assessor sign off of completed unit: Unit 47</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.  Assessor name: _____  Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 48 Support individuals to access housing and accommodation services (H/615/7243)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services.
<b>Credit value</b>	4
<b>Guided learning hours</b>	31
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0349

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for <b>housing and accommodation</b> services		
	1.2 Analyse the range of housing and accommodation services available		
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services		
2. Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an <b>individual</b> to identify their accommodation requirements		
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs		
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services		
3. Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and <b>others</b> to agree a plan for accessing housing and accommodation services		
	3.2 Establish with an individual which housing and accommodation services will be approached		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services		
	4.2 Work with the individual to provide accurate and complete information to express their requirements and <b>preferences</b>		
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service		
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services		
5. Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities		
	5.2 Contact housing and accommodation staff over a prolonged period of time		
	5.3 Show how continued contact is appropriate to ensure individual needs are being met		
6. Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to: <ul style="list-style-type: none"> <li>monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>identify any additional support needed</li> </ul>		
	6.2 Consult with others about any problems and proposed solutions		
	6.3 Record and report on the review in line with agreed ways of working		

## Unit 48 Support individuals to access housing and accommodation services (H/615/7243) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Housing and accommodation:</b> Covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Preferences:</b></p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 48</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 49 Support individuals with specific communication needs (L/615/7320)

<b>Unit summary</b>	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0369

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand an individual's specific communication needs	1.1 Explain the importance of meeting an <b>individual's communication needs</b>		
	1.2 Explain how and when to access information and support in relation to communication needs		
	1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs		
	1.4 Identify a range of communication methods and aids to support individuals to communicate		
	1.5 Analyse features of the environment that impact on communication		
	1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system		
	1.7 Describe the potential effects on an individual of having unmet communication needs		
2. Understand how to support the use of communication technology and aids	2.1 Identify specialist services relating to communication technology and aids		
	2.2 Describe types of support that an individual may need in order to use communication technology and aids		
	2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to contribute to identifying and addressing specific communication needs of individuals	3.1 Work in partnership with the individual and others to identify the individual's communication needs		
	3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs		
4. Be able to interact with individuals using their preferred communication method	4.1 Prepare the environment to facilitate communication		
	4.2 Use agreed methods of communication to interact with the individual		
	4.3 Monitor the individual's responses during and after the interaction		
	4.4 Adapt own practice to improve communication with the individual		
5. Be able to promote communication between individuals and others	5.1 Support the individual to develop communication methods		
	5.2 Provide opportunities for the individual to communicate with others		
	5.3 Support others to be understood by the individual		
	5.4 Support others to understand the individual		
6. Be able to review an individual's communication needs and the support provided	6.1 Collate information in relation to an individual's communication and the support provided		
	6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided		
	6.3 Work with others to support the continued development of communication		

**Unit 49 Support individuals with specific communication needs (L/615/7320) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Communication needs:</b></p> <ul style="list-style-type: none"> <li>• different language</li> <li>• hearing loss (both minor and major)</li> <li>• learning difficulties</li> <li>• finding speech difficult.</li> </ul> <p>Examples of communication techniques include:</p> <ul style="list-style-type: none"> <li>• sign language</li> <li>• speed of verbal communication</li> <li>• volume of verbal communication</li> <li>• body language</li> <li>• written instead of verbal</li> <li>• listening.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 49 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



## Unit 50 Support individuals during a period of change (A/615/7278)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.
<b>Credit value</b>	4
<b>Guided learning hours</b>	29
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0382

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an <b>individual's</b> life		
	1.2 Analyse factors that can make the change process a positive or a negative experience		
	1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively		
2. Be able to support individuals to plan how to manage or adapt to change	2.1 Gain <b>valid consent</b> to work with individuals and <b>others</b> to identify recent or imminent changes affecting them		
	2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication		
	2.3 Work with the individual and others to plan how to adapt to or manage the change		
	2.4 Explain the importance of both practical support and emotional support during a time of change		
	2.5 Identify and agree roles and responsibilities for supporting a period of change		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote <b>active participation</b>		
	3.2 Provide information and advice to support the individual to manage change		
	3.3 Support the individual to express <b>preferences</b> and anxieties when going through change		
	3.4 Adapt support methods to take account of preferences or anxieties		
	3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change		
4. Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved		
	4.2 Work with the individual and others to identify positive and negative aspects of a change		
	4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process		
	4.4 Record and report on the effectiveness of support for the change process		

## Unit 50 Support individuals during a period of change (A/615/7278) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent:</b> Must be in line with agreed UK country definition.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation:</b> A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Preferences:</b></p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul>

**Unit 50 Support individuals during a period of change (A/615/7278) (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 50**

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 51 Support individuals to prepare for and settle in to new home environments (L/615/7317)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle into new home environments.
<b>Credit value</b>	3
<b>Guided learning hours</b>	23
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0343

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

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

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

## Unit 51 Support individuals to prepare for and settle in to new home environments (L/615/7317) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
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.
<b>Types of evidence</b>
Evidence could include:  <b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Agreed ways of working:</b> Will include policies and procedures where these exist; they may be less formally documented with micro-employers.

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.  Learner signature: _____ Date: _____
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<b>Assessor sign off of completed unit: Unit 51</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.  Assessor name: _____  Signature: _____ Date: _____
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Unit 52 Work in partnership with families to support individuals (M/615/7214)**

<b>Unit summary</b>	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.
<b>Credit value</b>	3
<b>Guided learning hours</b>	27
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC387 and SCDHSC388

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

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



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	3.1 Agree with the <b>individual</b> , family members and <b>others</b> the desired outcomes of partnership working within scope of own role		
	3.2 Clarify own role, role of family members and roles of others in supporting the individual		
	3.3 Support family members to understand person-centred approaches and <b>agreed ways of working</b>		
	3.4 Plan ways to manage risks associated with sharing care or support within scope of own role		
	3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role		
4. Be able to work with families to access support in their role as carers	4.1 Identify the support required from families to fulfil their role		
	4.2 Provide accessible information about available resources for support		
	4.3 Work with family members to access resources for support		
5. Be able to exchange and record information about partnership work with families	5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences</li> </ul>		
	5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working</li> </ul>		
6. Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role		
	6.2 Involve the individual and family members in the reviews		
7. Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members		
	7.2 Report on any gaps in the provision of support for family members		
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible		

**Unit 52 Work in partnership with families to support individuals (M/615/7214) (cont'd)****Assessment guidance**

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

**Unit 52 Work in partnership with families to support individuals (M/615/7214) (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 52**

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

Assessor name:

Signature:

Date:

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

### Unit 53 Implement positive behaviour support (L/616/6342)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support.
<b>Credit value</b>	6
<b>Guided learning hours</b>	41
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 326, HSC 337 and HSC 398

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand approaches to positive behavioural support	3.1 Explain <b>approaches to positive behaviour support</b>		
	3.2 Explain: <ul style="list-style-type: none"> <li>proactive strategies</li> <li>reactive strategies</li> </ul>		
	3.3 Explain reasons for reinforcing positive behaviour with individuals		
	3.4 Explain the importance of <b>positive interaction</b>		
	3.5 Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others		
	3.6 Explain how <b>active support</b> can help promote positive behaviour		
	3.7 Analyse the role of structure and daily planning in positive behaviour support		
	3.8 Identify sources of support, information and guidance for positive behaviour support		
4. Be able to monitor the behaviour of individuals	4.1 Use <b>structured methods</b> to monitor and record an individual's pattern of behaviour		
	4.2 Work with the individual and others to identify <b>triggers</b> : <ul style="list-style-type: none"> <li>slow triggers</li> <li>fast triggers</li> </ul>		
	4.3 Review an individual's behaviour in relation to: <ul style="list-style-type: none"> <li>antecedent</li> <li>behaviour</li> <li>consequences</li> </ul>		
	4.4 Record and report outcomes		
5. Be able to agree strategies for positive behaviour support with individuals and others	5.1 Establish ways to develop an individual's skills to promote participation in day-to-day activities		
	5.2 Support individuals to acknowledge their behaviour and develop coping strategies		
	5.3 Agree with individuals and others strategies to be used in different situations to support positive behaviour		
	5.4 Describe sources of support, information and guidance for promoting positive behaviour		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Be able to implement positive behaviour support plans	6.1 Explain the purpose of <b>positive behaviour support plans</b> for individuals		
	6.2 Identify the components of a positive behaviour support plan		
	6.3 Implement agreed strategies in line with the individual's positive behaviour support plan		
	6.4 Contribute to the review of an individual's positive behaviour support plan		
7. Be able to support individuals through incidents of behaviour	7.1 Work with others to agree protocols for least restrictive interventions		
	7.2 Identify and respond to triggers which may result in escalation of behaviour		
	7.3 Maintain safety and wellbeing throughout the incident for: <ul style="list-style-type: none"> <li>• individual</li> <li>• self</li> <li>• others</li> </ul>		
	7.4 Provide post-incident support to individuals and others		
	7.5 Record and report incidents of behaviour		
8. Be able to develop practice in relation to positive behaviour support	8.1 Support others to recognise how their actions can diffuse or escalate an individual's behaviour		
	8.2 Role model good practice in positive behaviour support		
	8.3 Provide feedback to others in relation to positive behavioural support practice		
	8.4 Reflect on own practice in relation to positive behaviour support		
	8.5 Explain how and when to access support to manage the wellbeing of self and others		

**Unit 53 Implement positive behaviour support (L/616/6342) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 4, 5, 6, 7 and 8 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• dementia, autism, learning disability</li> <li>• stress response</li> <li>• sensory needs</li> <li>• frustration</li> <li>• pain</li> <li>• past experiences</li> <li>• physical or mental health</li> <li>• boredom</li> <li>• confusion or memory impairment</li> <li>• age-related</li> <li>• feelings of loss of control</li> <li>• communication difficulties</li> <li>• environmental.</li> </ul> <p><b>Approaches to positive behaviour support:</b></p> <ul style="list-style-type: none"> <li>• Applied Behaviour Analysis (ABA)</li> <li>• time-intensity model</li> <li>• theories of Personhood and Malignant Psychology that are used in relation to individuals with dementia (T. Kitwood).</li> </ul> <p><b>Positive interaction:</b></p> <p>The interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support, working with an individual's strengths and abilities, breaking activities into manageable steps, and positive reinforcement to promote participation.</p>

**Types of evidence (cont'd)****Active support:**

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

**Structured methods:**

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

**Triggers:**

Events, circumstances or stimuli that cause behaviour which may bring harm to the individual and others, or that others find challenging.

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

**Positive behaviour support plans:**

Different terminology may be used to refer to this in various settings. It is used to monitor patterns of behaviour, identify causes and triggers, plan strategies to put in place and review effects of strategies. It should be personalised and created with the individual where 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 53**

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 54 Administer medication to individuals and monitor the effects (R/615/7335)**

<b>Unit summary</b>	This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS3

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

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

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

## Unit 54 Administer medication to individuals and monitor the effects (R/615/7335) (cont'd)

### Assessment guidance

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

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 54 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 55 Understand the administration of medication (D/615/7368)

<b>Unit summary</b>	This unit provides the knowledge and skills needed to understand the administration of medication under the direction of a health professional.
<b>Credit value</b>	3
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS2

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication		
	1.2 Outline the organisational policies for the management and administration of medication		
	1.3 Outline the legislation surrounding medicine-specific and patient-specific directives		
2. Understand the roles and responsibilities involved in the administration of medication	2.1 Describe the responsibilities and accountability in relation to the administration of medication.		
	2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication		
	2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence		
3. Understand the requirements and procedures for the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication		
	3.2 Describe the different routes for the administration of medication		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 <b>individuals</b> take their medication		
	3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice		
	3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice		
4. Understand the requirements and procedures for ensuring an individual's safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed		
	4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it		
5. Be able to contribute to the management of medications and administration records	5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication		
	5.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely		
	5.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage		
	5.4 Maintain the confidentiality of information relating to the individual at all times		
	5.5 Check the stock level of medications and take action to obtain new stocks when required		

## Unit 55 Understand the administration of medication (D/615/7368) (cont'd)

### Assessment guidance

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

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 55</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 56 Monitor and maintain the environment and resources during and after healthcare activities (F/615/7248)

<b>Unit summary</b>	This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during healthcare activities. Knowledge of monitoring and maintenance parameters informs practice.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to GEN7

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Know the procedures for monitoring and maintaining the environment and resources	1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability		
	1.2 Identify the procedures relating to monitoring the environment during specific <b>healthcare activities</b> in own work practice		
	1.3 Identify the <b>resources</b> needed during specific healthcare activities in own work practice		
	1.4 Explain the procedures for reporting problems with the environment and resources beyond own scope of practice		
	1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled		
2. Be able to operate equipment	2.1 Explain the importance of ensuring equipment is safe to use		
	2.2 Apply standard precautions for infection control when handling equipment		
	2.3 Implement health and safety measures when handling equipment		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice		
3. Be able to monitor and maintain the environment and resources	3.1 Maintain environmental conditions at the levels required by the activity		
	3.2 Replenish and replace resources as required for the activity		
	3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity		
	3.4 Return unused and/or surplus resources to the correct storage location		
	3.5 Store resources in line with local policy or protocol at the end of the activity		
	3.6 Maintain monitoring records in line with national and local policies and protocols		
4. Be able to clean resources in own work area	4.1 Maintain the levels of cleanliness required in own work area		
	4.2 Clean fixed resources after use in line with national and local policies and protocols		
	4.3 Clean reusable resources and make safe prior to storage		
	4.4 Dispose of waste in line with national and local policy		



## Unit 56 Monitor and maintain the environment and resources during and after healthcare activities (F/615/7248) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Healthcare activities:</b> Clinical or therapeutic activities.</p> <p><b>Resources:</b> All equipment, items or materials used to undertake activities.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 56 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 57 Prepare for and carry out extended feeding techniques (L/615/7169)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.
<b>Credit value</b>	4
<b>Guided learning hours</b>	27
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS17

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 <b>individuals</b>		
	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"> <li>during procedures</li> <li>following procedures</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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"> <li>maintain the correct level of cleanliness</li> <li>pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area</li> </ul>		
	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"> <li>used equipment, materials and feeds</li> <li>body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working</li> </ul>		
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 <b>valid consent</b> from the individual prior to carrying out the planned activity		
	5.4 Confirm equipment and materials are: <ul style="list-style-type: none"> <li>appropriate to the procedure</li> <li>fit for purpose</li> </ul>		
	5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 <b>others</b> 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 57 Prepare for and carry out extended feeding techniques (L/615/7169) (cont'd)****Assessment guidance**

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

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 57</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 58 Undertake physiological measurements (J/615/7297)

<b>Unit summary</b>	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.
<b>Credit value</b>	3
<b>Guided learning hours</b>	23
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS19.2012

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice		
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• differentiation between systolic and diastolic blood pressure</li> <li>• normal limits of blood pressure</li> <li>• conditions of high or low blood pressure</li> </ul>		
	2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> <li>• body temperature maintenance</li> <li>• normal body temperature</li> <li>• pyrexia, hyper-pyrexia and hypothermia</li> </ul>		
	2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> <li>• factors affecting respiratory rates in ill and well individuals</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> <li>• normal pulse rates limits</li> <li>• factors affecting pulse rates – raising or lowering</li> <li>• pulse sites on the body</li> <li>• the requirement for pulse oximetry measurements</li> <li>• analysis and implication of pulse oximetry findings</li> </ul>		
	2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control		
	2.6 Explain the major factors that influence changes in physiological measurements		
	2.7 Explain the importance of undertaking physiological measurements		
	2.8 Explain how <b>physiological measurements may need to be adapted for the individual</b>		
3. Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done		
	3.2 Reassure the individual during physiological measurements process		
	3.3 Answer questions and deal with concerns during physiological measurements process		
	3.4 Explain the help individuals may need before taking their physiological measurements		
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements		
	3.6 Ensure all materials and equipment to be used are appropriately prepared		
	3.7 Confirm the individual's identity and obtain <b>valid consent</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control		
	4.2 Apply health and safety measures relevant to the procedure and environment		
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement		
	4.4 Monitor the condition of the individual throughout the measurement		
	4.5 Respond to any significant changes in the individual's condition		
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement		
	4.7 Identify any issues outside own responsibility and refer these to other colleagues		
5. Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements		
	5.2 Explain a few common conditions which require recording of physiological measurements		
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels		
	5.4 Record physiological measurements taken accurately using the correct documentation		



## Unit 58 Undertake physiological measurements (J/615/7297) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Physiological measurements may need to be adapted</b> depending on their:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• age</li> <li>• stage of development.</li> </ul> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent:</b> Must be in line with agreed UK country definition.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 58 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 59 Obtain venous blood samples (R/615/7187)

<b>Unit summary</b>	This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.
<b>Credit value</b>	3
<b>Guided learning hours</b>	24
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS132.2012

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples		
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels		
	2.2 Explain blood-clotting processes and the factors that influence blood clotting		
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures		
3. Be able to prepare to obtain venous blood samples	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b>		
	3.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>• is appropriate to their communication needs and abilities</li> <li>• provides relevant information</li> <li>• provides support and reassurance</li> <li>• addresses needs and concerns</li> <li>• is respectful of personal beliefs and <b>preferences</b></li> </ul>		
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences		
4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment		
	4.2 Apply standard precautions for infection control		
	4.3 Obtain the venous blood sample, to include: <ul style="list-style-type: none"> <li>• utilisation of blood collection equipment</li> <li>• utilisation of containers</li> <li>• required volume of blood</li> <li>• correct sequence when obtaining multiple samples</li> <li>• application and use of tourniquets at appropriate stages</li> <li>• stimulation of blood flow or selection of alternative site where necessary</li> <li>• utilisation of anticoagulant with sample when necessary</li> </ul>		
	4.4 Respond to indications of adverse reactions or complications during the procedure		
	4.5 Explain the procedure to manage an arterial puncture		
	4.6 Terminate the blood collection procedure to include: <ul style="list-style-type: none"> <li>• removal of blood collection equipment</li> <li>• stopping blood flow</li> <li>• stopping bleeding</li> <li>• application of suitable dressing</li> <li>• personal care advice to the individual</li> </ul>		
5. Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples		

## Unit 59 Obtain venous blood samples (R/615/7187) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent:</b> Must be in line with agreed UK country definition.</p> <p><b>Preferences:</b></p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul>

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

<p><b>Assessor sign off of completed unit:</b> Unit 59 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p>	
Assessor name:	
Signature:	Date:

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

# Unit 60 Undertake urethral catheterisation processes (T/615/7232)

<b>Unit summary</b>	This unit is about insertion of urethral catheters, including recatheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.
<b>Credit value</b>	4
<b>Guided learning hours</b>	28
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to CHS8

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1 Describe the current legislation, national guidelines and local policies and protocols which affect work practice		
	1.2 Identify the correct procedures relating to urethral catheterisation		
	1.3 Explain the conditions and constraints which might influence who undertakes this procedure and why		
	1.4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff		
	1.5 Describe the ethical issues surrounding catheterisation, as applied to males and females		
2. Understand the relevant anatomy and physiology	2.1 Describe the anatomy and physiology of the genito-urinary system of: <ul style="list-style-type: none"> <li>male</li> <li>female</li> </ul>		
3. Be able to prepare to insert urethral catheters	3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b>		
	3.2 Identify the types of catheters that can be used		
	3.3 Select an appropriate catheter		
	3.4 Describe the local anaesthetic agents available for use when inserting urethral catheters		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to insert urethral catheters	4.1 Apply standard precautions for infection control		
	4.2 Apply health and safety measures relevant to the procedure and environment		
	4.3 Insert the catheter safely and correctly, with minimal trauma to the individual including: <ul style="list-style-type: none"> <li>• securing the catheter</li> <li>• adjust it correctly</li> <li>• attach it correctly to the appropriate drainage system</li> </ul>		
5. Be able to monitor and care for the urethral catheter after insertion	5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly		
	5.2 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan		
	5.3 Empty draining bags		
	5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required		
	5.5 Explain the appropriate action to remedy common problems when these arise		
6. Be able to care for and support the individual during and after the procedure	6.1 Maintain the individual's comfort during and after the procedure		
	6.2 Explain the adverse effects and the actions to minimise these		
	6.3 Communicate information to the individual/carer on the care of the catheter and attachments		

## Unit 60 Undertake urethral catheterisation processes (T/615/7232) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent:</b> Must be in line with agreed UK country definition.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 60 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 61 Work with families, carers and individuals during times of crisis (F/601/9029)

<b>Unit summary</b>	This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC392 (MH13)

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe current legislation relevant to risk assessment and risk management		
	1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider		
	1.3 Explain the different types of support and intervention available to individuals, carers and families in times of crisis		
	1.4 Explain the <b>factors</b> that influence the kinds of support offered		
2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring		
	2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy		
	2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy		
	2.4 Formulate a risk management strategy using risk assessments		
	2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.6 Complete documentation in line with <b>agreed ways of working</b>		
3. Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action		
	3.2 Work with families, carers and individuals to agree the response to a crisis situation		
	3.3 Record and communicate the agreed actions		
	3.4 Implement agreed actions promptly in line with agreed ways of working		
4. Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review		
	4.2 Review outcomes of actions taken and decisions made		
	4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken		

## Unit 61 Work with families, carers and individuals during times of crisis (F/601/9029) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• economic and social factors</li> <li>• any illnesses which the individual may have</li> <li>• risk assessment</li> <li>• restrictions which may apply under legislation.</li> </ul> <p><b>Agreed ways of working:</b></p> <p>Includes policies and procedures where these exist.</p>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 61</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 62 Enable individuals to develop strategies to manage their behaviour (K/615/7261)

<b>Unit summary</b>	This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.
<b>Credit value</b>	8
<b>Guided learning hours</b>	41
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting <b>individuals</b> to manage their behaviour		
	1.2 Describe the methods and approaches available to help an individual manage their behaviour		
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the individual can affect behaviour		
	2.2 Describe the potential effects of the environment and the behaviour of others on individuals		
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship		
	3.2 Support the individual and <b>others</b> to recognise their behavioural responses to different situations		
	3.3 Encourage the individual to consider the impact of their behaviour		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to support individuals to develop strategies for managing behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour		
	4.2 Explain to an individual the positive outcomes of managing behaviours		
	4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses		
	4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage		
	4.5 Work with the individual to identify and agree strategies		
	4.6 Support an individual to develop and practise the agreed strategies		
	4.7 Record the individual's agreement and motivation to manage their behaviour		
	4.8 List any potential barriers to progress and ways in which these barriers can be overcome		
	4.9 Describe advice and support available		
5. Be able to evaluate and review strategies for managing behavioural responses	5.1 Conduct regular reviews of strategies for managing behavioural responses		
	5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses		
	5.3 Use the positive outcomes identified through the review process to motivate the individual		
	5.4 Give constructive feedback on progress		
	5.5 Encourage individuals to find ways in which to sustain the management of their behaviour		
	5.6 Record and report on the evaluation and review process		
	5.7 Agree actions to be taken		

## Unit 62 Enable individuals to develop strategies to manage their behaviour (K/615/7261) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 62</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

### Unit 63 Interact with and support individuals using telecommunications (F/615/7377)

<b>Unit summary</b>	This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.
<b>Credit value</b>	5
<b>Guided learning hours</b>	36
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to GEN21

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 Describe the legal and local requirements and policies relevant to the functions being carried out		
	1.2 Explain the rights of the individual being supported using telecommunications		
2. Be able to use telecommunication technology	2.1 Use different types of telecommunication technology		
	2.2 Explain how interactions may differ depending on the type of telecommunication technology used		
	2.3 Respond to <b>individuals</b> according to organisational policies		
	2.4 Record details of interactions in the appropriate system		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to engage with individuals using telecommunications	3.1 Engage with the individual without face-to-face interaction including: <ul style="list-style-type: none"> <li>• providing opportunities to sustain the interaction</li> <li>• providing reassurance of continued interest</li> <li>• encouraging individuals to share their concerns</li> <li>• responding to the individual's immediate requirements at each stage during the interaction</li> <li>• recognising where anonymity may encourage them to respond</li> </ul>		
	3.2 Provide information about the service and confirm its appropriateness to the individual		
	3.3 Identify the significance of the circumstances the individual is in		
	3.4 Encourage callers to provide additional information about their situation or requirements		
	3.5 Maintain the confidentiality of the individual, self and colleagues according to the procedures of the service		
	3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out		
4. Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1 Identify the types of risks or dangers different individuals might face		
	4.2 Evaluate the implications of any risk or dangers facing an individual, including: <ul style="list-style-type: none"> <li>• the circumstances in which the interaction is being made</li> <li>• the types of problems which could occur</li> <li>• the significance of any signs of increased stress during interactions</li> <li>• whether there are any constraints on individuals</li> <li>• the appropriate action to deal with any risks, dangers or problems</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5. Be able to terminate the interaction	5.1 Demonstrate how to end interactions, including: <ul style="list-style-type: none"> <li>identifying when to close the interaction</li> <li>providing clear information to the individual on the reasons for ending the interaction</li> <li>operating to the guidelines and procedures of the organisation</li> <li>explaining what further action may be taken</li> </ul>		
	5.2 Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction		
	5.3 Record and check the individual's demographic details		
	5.4 Identify why recording and checking details might be required before ending/transferring the call		



## Unit 63 Interact with and support individuals using telecommunications (F/615/7377) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 63</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 64 Support individuals with learning disabilities to access healthcare (D/616/6362)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with learning disabilities to access healthcare.
<b>Credit value</b>	3
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 313, HSC 330 and HSC 364

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 <b>individual</b> with learning disabilities to access healthcare		
	1.2 Describe a rights-based approach to accessing healthcare		
	1.3 Explain ways to support an individual to give informed consent in line with legislation, policies and guidance		
2. Understand the function of healthcare services that an individual with learning disabilities may need to access	2.1 Explain the <b>healthcare services</b> that an individual may need to access		
	2.2 Explain how an individual can access each type of healthcare service		
	2.3 Describe the role and responsibilities of professionals working in different types of healthcare services		
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	3.1 Explain how <b>plans for healthcare</b> can be used to support the healthcare needs of an individual		
	3.2 Explain health checks available to individuals to support health and wellbeing		
	3.3 Explain the importance of routine healthcare checks		
4. Be able to complete and review plans for healthcare for individuals with learning disabilities	4.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare		
	4.2 Complete plans for healthcare with an individual and <b>others</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.3 Review plans for healthcare with an individual and others		
5. Be able to support an individual with learning disabilities to access a variety of healthcare services	5.1 Describe barriers to accessing healthcare services		
	5.2 Explain strategies to overcome barriers to accessing healthcare services		
	5.3 Provide accessible information related to healthcare to individuals		
	5.4 Work with others to support an individual to access healthcare services		
	5.5 Support an individual in a range of <b>practical healthcare situations</b>		
	5.6 Support an individual to make safe choices in relation to <b>treatments and medication</b>		
	5.7 Record details of a healthcare visit in an accessible format		

**Unit 64 Support individuals with learning disabilities to access healthcare (D/616/6362) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>The principles of person-centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual.</p> <p>'Person-centred' reflects what is important to individuals and helps them to live the life they choose.</p> <p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Healthcare services:</b></p> <ul style="list-style-type: none"> <li>• primary healthcare services</li> <li>• acute healthcare services</li> <li>• specialist healthcare services</li> <li>• community healthcare services.</li> </ul> <p><b>Plans for healthcare:</b> Refer to legislation and statutory guidance followed in Northern Ireland.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Practical healthcare situations:</b></p> <ul style="list-style-type: none"> <li>• making and keeping a routine health-check appointment</li> <li>• making a complaint about a healthcare professional</li> <li>• describing pain or other symptoms to a healthcare professional</li> <li>• spending a night in hospital and having a medical procedure.</li> </ul> <p><b>Treatments and medication:</b></p> <ul style="list-style-type: none"> <li>• complementary therapies</li> <li>• self-medicating</li> <li>• over-the-counter medicine.</li> </ul>

**Unit 64 Support individuals with learning disabilities to access healthcare (D/616/6362) (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 64**

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 65 Support young people with a disability to make the transition into adulthood (F/602/0049)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood.
<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 310, 329, 332, 344, 412

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood		
	1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities		
	1.3 Explain how culture may impact on the process of moving from childhood into adulthood		
	1.4 Explain theories about change and how this can affect a young person with a disability		
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their <b>families</b>		
	2.2 Identify challenges young people with a disability might have in understanding and coping with change		
	2.3 Outline the methods that can be used to support a young person with a disability to cope with changes		
	2.4 Explain how <b>legislation and local and national practice guidelines</b> affect the planning of the transition for a young person with a disability from childhood into adulthood		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life		
3. Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability		
	3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development		
	3.3 Explain how personal budgets can be used with young people in transition		
4. Be able to support a young person with a disability through transition into adulthood	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process		
	4.2 Support a young person to explore <b>options for their future</b>		
	4.3 Use <b>person-centred thinking</b> to identify with the young person their needs and aspirations		
	4.4 Use person-centred thinking to develop with the young person a plan to support them through transition		
	4.5 Involve families in the transition process according to the wishes of the young person		
	4.6 Identify ways to provide <b>resources</b> to meet needs		
	4.7 Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process		
	4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood		
5. Be able to support a young person to reflect on the transition	5.1 Use <b>person-centred approaches</b> with the young person to review their transition plan and ensure it reflects their needs		
	5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future		

## Unit 65 Support young people with a disability to make the transition into adulthood (F/602/0049) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Families:</b> Others significant to the young person such as guardians, carers, friends, partners, etc.</p> <p><b>Legislation and local and national practice guidelines:</b> Current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.</p> <p><b>Options for their future:</b></p> <ul style="list-style-type: none"> <li>• may include paid or voluntary work</li> <li>• continued education and development</li> <li>• relationships</li> <li>• accommodation</li> <li>• social needs, etc.</li> </ul> <p><b>Person-centred thinking:</b> A range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• personal budgets</li> <li>• conventional services</li> <li>• support of family</li> <li>• friends.</li> </ul> <p><b>Key agencies and professionals:</b></p> <ul style="list-style-type: none"> <li>• agencies offering support with personal budgets</li> <li>• careers advice</li> <li>• housing</li> <li>• advocates</li> <li>• education</li> <li>• benefits</li> <li>• occupational therapists</li> <li>• citizens advice, etc.</li> </ul> <p><b>Person-centred approaches:</b> In England this will include Person-Centred Transition Plans. Refer to the legislation and statutory guidance followed in Northern Ireland.</p>



**Unit 65 Support young people with a disability to make the transition into adulthood (F/602/0049)  
(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 65**

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 66 Support parents with disabilities (K/601/7047)

<b>Unit summary</b>	This unit is aimed at those who work in a wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the needs of the parent it also highlights the needs of the child(ren).
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<b>Credit value</b>	6
<b>Guided learning hours</b>	43
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 333, 388, 392

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities	1.1 Outline the policy, legislation and guidance relevant to supporting <b>individuals</b> with disabilities to have children and bring them up in a safe and nurturing environment		
	1.2 Explain the <b>statutory responsibilities</b> placed on organisations towards families and children who are in need		
2. Understand the support parents with disabilities may need	2.1 Explain the support provided by adults' and children's services to a family receiving support from both		
	2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities		
	2.3 Explain the benefits of providing support to families at the earliest stage possible		
3. Be able to support parents with disabilities	3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support		
	3.2 Develop flexible support strategies to meet families' needs at the different stages of the child's development		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.3 Implement support strategies to meet families' needs		
	3.4 Evaluate support strategies to ensure they continue to meet the needs of the family		
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1 Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'		
	4.2 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities		
	4.3 Support individuals with disabilities to overcome <b>barriers</b> to successful parenting		
	4.4 Work in a way that promotes individuals' self-determination and self-confidence in their role as parents		
	4.5 Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances		
5. Be able to develop positive working relationships with parents with disabilities	5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have		
	5.2 Use evidence-based approaches in developing positive relationships with parents with disabilities		
6. Be able to work in partnership with other workers, different services and informal support networks	6.1 Plan how to involve relevant services to support parents with disabilities and/or their children		
	6.2 Access relevant services to support parents with disabilities and/or their children		
	6.3 Demonstrate ways of helping to create, enhance and work with informal support networks		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1 Explain own role and responsibilities in relation to safeguarding children		
	7.2 Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary		
	7.3 Describe the action to take in response to any concerns regarding safeguarding children		
	7.4 Explain the types of support the child may need in his/her own right		
	7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures		

**Unit 66 Support parents with disabilities (K/601/7047) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Statutory responsibilities:</b> Refers to those outlined in the Children Act 1989.</p> <p><b>Barriers</b> refers to external factors:</p> <ul style="list-style-type: none"> <li>• prejudice and negative stereotypes</li> <li>• social exclusion</li> <li>• poverty</li> <li>• poor housing</li> <li>• hate crime</li> <li>• bullying and harassment</li> <li>• lack of social networks</li> <li>• access to services and information.</li> </ul> <p>Other workers in Learning Outcome 6 refers to people supporting individuals within the family or the family as a whole:</p> <ul style="list-style-type: none"> <li>• independent advocates</li> <li>• social workers</li> <li>• teachers</li> <li>• health practitioners.</li> </ul>

**Unit 66 Support parents with disabilities (K/601/7047) (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 66**

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 67 Support individuals with self-directed support (J/602/0053)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.
<b>Credit value</b>	5
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 35

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Understand how to support individuals to direct their own support and develop their support plan	2.1 Explain how to use <b>person-centred thinking</b> to enable individuals to think about what is important to them, and how they want to be supported		
	2.2 Explain how individuals can direct their own support if they do not have a personal budget		
	2.3 Explain how person-centred planning can be used to inform a support plan		
	2.4 Explain the roles of <b>others</b> who can assist individuals in developing their support plan		
	2.5 Describe different ways that individuals can develop a support plan		
	2.6 Describe a range of <b>person-centred thinking tools</b> that can be used to help individuals think about different ways they can spend their personal budget		
	2.7 Describe what might be included in the costings for a support plan		
3. Understand the different ways that individuals can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support		
	3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services		
	3.3 Explain what restrictions may be imposed on personal budgets		
	3.4 Describe the criteria that are used to sign off a support plan		
	3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe		
4. Be able to support individuals to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future		
	4.2 Use person-centred thinking tools to support an individual to have maximum choice and control in their life		
	4.3 Use person-centred thinking tools to support an individual to develop their support plan		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.4 Support an individual to identify any others who could work with them to develop their support plan		
5. Be able to support individuals to use their personal budget in different ways	5.1 Support an individual to understand the different ways they could develop their support plan		
	5.2 Support an individual to understand what restrictions may be imposed on their personal budget		
	5.3 Support an individual to think about different options for spending their personal budget		
	5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget		
6. Be able to support individuals with an outcome-focused review	6.1 Explain the process of an outcome-focused review		
	6.2 Support an individual to prepare for an outcome-focused review		
	6.3 Support an individual to be at the centre of the review process		

## Unit 67 Support individuals with self-directed support (J/602/0053) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Self-directed support:</b> Puts the person in need of support in control of that support.</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Legislation, policy or guidance:</b> Refers to any current legislation or guidance around this area.</p> <p><b>Person-centred thinking:</b> A range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• families, friends or carers</li> <li>• social workers</li> <li>• brokers</li> <li>• peer support</li> <li>• voluntary user-led organisations</li> <li>• independent support brokerage.</li> </ul> <p><b>Person-centred thinking tools:</b></p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one-page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• plus 1 questions</li> <li>• citizenship tool</li> <li>• decision-making agreement</li> <li>• presence to contribution</li> <li>• dreaming</li> <li>• community-connecting related tools: <ul style="list-style-type: none"> <li>○ who am I? my gifts and capacities</li> <li>○ hopes and fears</li> <li>○ mapping our network</li> <li>○ passion audit</li> <li>○ capacity mapping</li> <li>○ who am I? my places.</li> </ul> </li> </ul>

**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 67**

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

Assessor name:

Signature:

Date:

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

## Unit 68 Support families who care for individuals with acquired brain injury (M/616/6351)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support the families and carers of individuals with acquired brain injury.
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact on families who care for an individual with acquired brain injury	1.1 Explain the <b>impact</b> on families of caring for an <b>individual</b> in relation to: <ul style="list-style-type: none"> <li>type of brain injury</li> <li>severity of brain injury</li> </ul>		
	1.2 Describe how <b>theories of loss and grief</b> inform practice		
	1.3 Describe long-term adjustments families may need to make		
	1.4 Explain the impact on families of <b>personality changes</b> in the individual		
2. Understand legislation and policy in relation to supporting carers	2.1 Summarise legislation and policy which relates to carers		
3. Be able to assess the support required by families who hold the primary caring role	3.1 Assess the support primary carers require		
	3.2 Agree a plan of support with the primary carer		
	3.3 Report needs which have not been met		
4. Be able to work in partnership with others	4.1 Explain the roles of <b>other professionals and agencies</b> working with individuals with acquired brain injury		
	4.2 Work in partnership with other professionals and agencies to support families		
	4.3 Evaluate outcomes of partnership working for families		

## Unit 68 Support families who care for individuals with acquired brain injury (M/616/6351) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>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.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• social</li> <li>• financial.</li> </ul> <p><b>Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Theories of loss and grief:</b></p> <ul style="list-style-type: none"> <li>• Elizabeth Kubler Ross</li> <li>• William Worden.</li> </ul> <p><b>Personality changes:</b></p> <ul style="list-style-type: none"> <li>• irritability</li> <li>• disinhibited behaviour</li> <li>• frustration</li> <li>• loss of social skills</li> <li>• lack of self-awareness.</li> </ul> <p>Others in Learning Outcome 4 refers to:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Other professionals and agencies:</b></p> <ul style="list-style-type: none"> <li>• carers' organisations</li> <li>• social workers</li> <li>• GPs</li> <li>• supervisor</li> <li>• advocate</li> <li>• carers/family members</li> <li>• colleagues.</li> </ul>

**Unit 68 Support families who care for individuals with acquired brain injury (M/616/6351) (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 68**

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

Assessor name:

Signature:

Date:

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

# Unit 69 Promote effective communication with individuals with sensory loss (K/601/3483)

<b>Unit summary</b>	The purpose of this unit is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked Sensory Services 4, 5, 6, 7, 8, 9, 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the importance of effective two-way communication	1.1 Identify the features of two-way communication		
	1.2 Explain why two-way communication is important for individuals with <b>sensory loss</b>		
	1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss		
2. Understand different methods that can support communication with individuals with sensory loss	2.1 Research the different methods that are used to support communication with individuals with sensory loss		
	2.2 Identify the characteristics of communication that is not based on formal language systems		
3. Be able to support the individual with communication	3.1 Agree with an individual and/or others preferred methods of communication		
	3.2 Prepare the environment to facilitate effective communication		
	3.3 Use agreed methods of communication with an individual		
	3.4 Check the effectiveness of communication with the individual throughout the interaction		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others		
	4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills		
	4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others		
	4.4 Reflect on own practice on the use of agreed methods of communication		
	4.5 Adapt own practice to meet the needs of the individual		



## Unit 69 Promote effective communication with individuals with sensory loss (K/601/3483) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence must include:</p> <p><b>Sensory loss:</b></p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Unit 69</p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 70 Support individuals with multiple conditions and/or disabilities (M/616/6365)

<b>Unit summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.
<b>Credit value</b>	4
<b>Guided learning hours</b>	31
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 4

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Describe <b>multiple conditions and/or disabilities</b> that <b>individuals</b> may have		
	1.2 Explain the impact of multiple conditions and/or disabilities on an individual's <b>wellbeing</b> and quality of life		
2. Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities		
	2.2 Explain the limits and boundaries of own role and responsibilities		
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Explain the role of assessment of health and social care needs for individuals with multiple conditions and/or disabilities		
	3.2 Explain roles and responsibilities of <b>others</b> who provide support to individuals with multiple conditions and/or disabilities		
	3.3 Explain resources available to support the additional needs of individuals with multiple conditions and/or disabilities		
	3.4 Explain equipment available to support additional needs of individuals with multiple conditions and/or disabilities		
	3.5 Explain the role of <b>informal networks</b> in supporting individuals with multiple conditions and/or disabilities		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences		
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in <b>activities</b>		
	4.3 Support an individual to engage in activities that meet their needs and preferences		
5. Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or others how well the activities have met the identified needs and preferences		
	5.2 Reflect on own contribution to supporting an individual to engage in activities		
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice		
	5.4 Adapt own practice to support the needs of the individual		

## Unit 70 Support individuals with multiple conditions and/or disabilities (M/616/6365) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Multiple conditions and/or disabilities:</b></p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• autism.</li> </ul> <p><b>Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Informal networks:</b></p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul>

### Types of evidence (cont'd)

#### Activities:

- 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 70

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 71 Co-ordinate the use of assistive living technology (J/616/6310)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate the use of assistive living technology.
<b>Credit value</b>	4
<b>Guided learning hours</b>	31
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 4, 6, 7, 9 and 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how assistive living technology impacts the lives of individuals	1.1 Research the range and availability of assistive technology		
	1.2 Explain how the use of <b>assistive living technology</b> impacts positive outcomes for <b>individuals</b>		
2. Be able to facilitate the use of assistive living technology	2.1 Research assistive technology solutions that meet identified needs		
	2.2 Explain how assistive living technology solutions can be adapted to meet an individual's needs		
	2.3 Assess risks in relation to assistive living technology solutions		
	2.4 Describe assessment and referral processes used to secure assistive living technology		
	2.5 Support the individual to secure the provision of appropriate assistive living technology		
	2.6 Support the individual to use assistive living technology		
3. Be able to support the development of others to facilitate the use of assistive living technology	3.1 Provide information to <b>others</b> about assistive living technology		
	3.2 Provide guidance to others to facilitate the use of assistive living technology		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Be able to review the provision of assistive living technology	4.1 Review assessment and referral processes used to secure assistive living technology		
	4.2 Review the impact of the use of assistive living technology on individuals		

**Unit 71 Co-ordinate the use of assistive living technology (J/616/6310) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Assistive living technology:</b></p> <ul style="list-style-type: none"> <li>• electronic: <ul style="list-style-type: none"> <li>○ sensor mats or pads</li> <li>○ echo box/reminding tool</li> <li>○ key pad entries</li> <li>○ key with lights</li> <li>○ apps for budgeting/direction finding/instructions</li> <li>○ talking books</li> </ul> </li> <li>• physical: <ul style="list-style-type: none"> <li>○ kettle tippers</li> <li>○ jar openers</li> <li>○ special cutlery/utensils</li> <li>○ key safe box</li> <li>○ sticks to pull socks up.</li> </ul> </li> </ul> <p><b>Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>



**Unit 71 Co-ordinate the use of assistive living technology (J/616/6310) (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 71**

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

Assessor name:

Signature:

Date:

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

## Unit 72 Understand how to support individuals to access and engage in education, training and employment (ETE) (Y/616/6330)



<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge and understanding required to support individuals to access and engage in education, training and employment (ETE).
<b>Credit value</b>	3
<b>Guided learning hours</b>	25
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 5

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand legislation, statutory guidance and codes of practice in relation to supporting individuals to access and engage in education, training and employment	1.1 Outline the legislation, statutory guidance and codes of practice in relation to accessing education, training and employment		
	1.2 Explain how the duty to make reasonable adjustments impacts on an <b>individual</b> accessing or engaging in education, training and employment		
2. Understand the principles of engagement in education, training or employment for individuals	2.1 Explain how engagement in education, training or employment opportunities can have a positive impact on the <b>wellbeing</b> and quality of life for individuals		
	2.2 Summarise motivational theories and their influence on individuals engaging with education, training and employment		
	2.3 Describe potential <b>barriers</b> that may impact an individual's engagement in education, training and employment		
	2.4 Explain approaches that may be used to overcome barriers to engaging in education, training and employment		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand support available for individuals in relation to education, training and employment	3.1 Describe current funding initiatives that support individuals to access and engage in education, training and employment		
	3.2 Identify agencies and partners that provide support to individuals regarding access to and engagement in education, training and employment		
	3.3 Summarise <b>additional learning support</b> that is available to learning providers or employers to support individuals to access and engage in education, training and employment		
4. Understand how to advise and support individuals to access and engage in education, training or employment	4.1 Describe principles of personalisation and co-production in relation to supporting individuals to access and engage in education, training and employment		
	4.2 Describe <b>information</b> collated during interview and assessment to enable individuals to make informed decisions		
	4.3 Describe <b>forms of assessment</b> that may be used to assist an individual to engage in appropriate education, training or employment opportunities		
	4.4 Explain how to resolve any issues when providing informed advice		
	4.5 Describe the importance of partnership working in facilitating education, training and employment opportunities		

## Unit 72 Understand how to support individuals to access and engage in education, training and employment (ETE) (Y/616/6330) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<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>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• lack of confidence</li> <li>• previous experience of ETE</li> <li>• Specific Learning Difficulties (SpLD)</li> <li>• mental ill-health</li> <li>• physical or learning disability</li> <li>• anxiety</li> <li>• sensory processing differences</li> <li>• autism spectrum condition (ASC)</li> <li>• transitional.</li> </ul> <p><b>Additional learning support:</b></p> <ul style="list-style-type: none"> <li>• statutory or voluntary agency support</li> <li>• physical adaptations</li> <li>• emotional support</li> <li>• financial support</li> <li>• assistive technology</li> <li>• additional and specialist learning support.</li> </ul>

**Unit 72 Understand how to support individuals to access and engage in education, training and employment (ETE) (Y/616/6330) (cont'd)**

**Types of evidence (cont'd)**

**Information:**

- aspirations
- aptitude
- skills and abilities
- interests
- experience
- qualifications
- support needs
- preferred career pathways
- personal circumstances
- language/communication needs
- criminal history
- education, health and care plans.

**Forms of assessment:**

- self-assessments
- learning styles
- skills tests
- performance assessments
- diagnostic tests
- physical capacity and fitness
- psychometric testing
- honesty and integrity tests
- pre-employment skills matching.

**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 72**

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

Assessor name:

Signature:

Date:

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

### Unit 73 Enable individuals to negotiate environments (R/601/5180)

<b>Unit summary</b>	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.
<b>Credit value</b>	5
<b>Guided learning hours</b>	34
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to Sensory Services 8, 9,10 and 11

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the factors that may impact on an individual being able to negotiate their environments	1.1 Analyse how a range of <b>conditions and/or disabilities</b> may impact on individuals being able to negotiate environments		
	1.2 Describe potential environmental barriers to individuals negotiating environments		
	1.3 Establish how environmental barriers to individuals negotiating environments can be addressed		
2. Be able to prepare to support an individual to negotiate an environment	2.1 Explain the scope of own role in supporting an individual to negotiate an environment		
	2.2 Establish the <b>resources</b> that are available to support an individual to negotiate an environment		
	2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments		
	2.4 Work with <b>others</b> to develop a <b>plan</b> to support an individual to negotiate an environment		
3. Be able to support the individual to negotiate an environment	3.1 Agree with the individual activities which require negotiating an environment		
	3.2 Support an individual to negotiate an environment following agreed plan		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.3 Provide information to the individual when negotiating an unfamiliar environment		
4. Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1 Observe and record an individual's ability to negotiate an environment		
	4.2 Evaluate the success of negotiating an environment with an individual and/or others		
	4.3 Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment		
	4.4 Agree a revised plan with the individual and/or others		
	4.5 Evaluate own contribution to supporting an individual to negotiate an environment		

## Unit 73 Enable individuals to negotiate environments (R/601/5180) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>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.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Conditions and/or disabilities:</b></p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• assistive technology/aids.</li> </ul> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues.</li> </ul> <p><b>Plan</b> must include:</p> <ul style="list-style-type: none"> <li>• risk assessment</li> </ul> <p>and could include:</p> <ul style="list-style-type: none"> <li>• environmental hazards</li> <li>• agreed methods of communication</li> <li>• level of support required</li> <li>• assistive technology/aids</li> <li>• other resources.</li> </ul>



**Unit 73 Enable individuals to negotiate environments (R/601/5180) (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 73**

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 74 Support individuals to stay safe from harm or abuse (T/504/2202)

<b>Unit summary</b>	The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support individuals to stay safe from harm or abuse.
<b>Credit value</b>	4
<b>Guided learning hours</b>	27
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0024, SCDHSC0034, SCDHSC0035, SCDHSC00325, SCDHSC0335, SCDHSC0044 and SCDHSC0045

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how legislative frameworks support the safeguarding of individuals	1.1 Outline legislation and national policies that relate to the <b>safeguarding of individuals</b>		
	1.2 Explain the relationship between local procedures and guidelines for safeguarding and legislative frameworks		
2. Be able to support individuals to gain understanding of behaviours and situations that may make them vulnerable to harm or abuse	2.1 Identify the <b>factors</b> that make an individual vulnerable to <b>harm or abuse</b>		
	2.2 Work with an individual and <b>key people</b> to identify actions, behaviours and situations that may lead to harm or abuse to the individual		
	2.3 Describe the common features of perpetrator behaviour		
	2.4 Support an individual to gain understanding of when the behaviour of others may be unacceptable		
	2.5 Support an individual to gain understanding of the risks associated with the use of <b>electronic communications</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support individuals to gain understanding about how to stay safe	3.1 Support an individual to gain understanding about their right to stay safe		
	3.2 Support an individual to gain understanding about their responsibility to contribute to keeping themselves safe		
	3.3 Work with an individual to balance their rights, responsibilities and risks		
	3.4 Explain how to challenge behaviours or actions that may lead to harm or abuse		
4. Be able to work in ways that support individuals to stay safe	4.1 Engage with an individual in a way that supports trust and rapport		
	4.2 Support an individual to express fears, anxieties or concerns they may have about their safety		
	4.3 Explain what actions to take where there are concerns that an individual might have been harmed or abused		
	4.4 Take action to deal with risks that may lead to harm or abuse		
	4.5 Support an individual to understand workers' responsibility to share information about potential or actual harm or abuse		
	4.6 Explain how to avoid actions or statements that could adversely affect the use of evidence in future investigations or in court		
	4.7 Keep records about any changes, events or occurrences that cause concern that are detailed, accurate, timed, dated and signed		
	4.8 Explain the actions that should be taken if reported concerns are not acted upon		
	4.9 Access support in situations that are outside your expertise, experience, role and responsibility		
	4.10 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse		

**Unit 74 Support individuals to stay safe from harm or abuse (T/504/2202) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Safeguarding:</b> Working with individuals and their families to take all reasonable measures to ensure that the risks of harm are minimised, and where there are concerns about the welfare of individuals, appropriate action is taken to address those concerns, working to national policies and guidance and to agreed local policies and procedures in full partnership with local agencies.</p> <p><b>Individuals:</b> Refers to an adult, child or young person who is accessing a social care service.</p> <p><b>Factors:</b> Factors that make someone more vulnerable; these may relate to the individual, to their personal circumstances, to the work setting or to their environment.</p> <p><b>Harm or abuse:</b></p> <ul style="list-style-type: none"> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• financial abuse</li> <li>• bullying</li> <li>• self-harm.</li> </ul> <p><b>Key people:</b> People who are important to an individual and who can make a difference to his or her wellbeing. Key people include family, friends, carers and others with whom the individual has an important relationship.</p> <p><b>Electronic communications:</b> The use of mobile phones and the internet, including social networking sites.</p>

**Unit 74 Support individuals to stay safe from harm or abuse (T/504/2202) (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 74**

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 75 Support individuals to be part of a community (D/504/2226)

<b>Unit summary</b>	The purpose of this unit is to develop the learner's understanding, knowledge and skills when supporting individuals to be part of their community.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to SCDHSC0331

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how communities can support social inclusion	1.1 Analyse the concepts of: <ul style="list-style-type: none"> <li><b>social inclusion</b></li> <li>social exclusion</li> <li>community</li> </ul>		
	1.2 Explain the benefits of social inclusion for: <ul style="list-style-type: none"> <li>individuals</li> <li>communities</li> </ul>		
	1.3 Explain the consequences of social exclusion for: <ul style="list-style-type: none"> <li>individuals</li> <li>communities</li> </ul>		
	1.4 Analyse how <b>key legislation</b> can promote social inclusion and reduce social exclusion in the community		
	1.5 Evaluate a range of ways to address barriers to social inclusion that exist in the community		
	1.6 Explain how different roles can support social inclusion		
2. Be able to support the social inclusion of individuals in communities	2.1 Establish links with a range of <b>community resources</b>		
	2.2 Use <b>active participation</b> to support social inclusion of individuals		
	2.3 Use a range of activities to support an individual to have a positive role and sense of identity in the community		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Support an individual to develop a positive self-image and sense of identity in the community		
3. Be able to evaluate the participation of individuals in communities	3.1 Work with an individual to review their participation in a range of activities in the community		
	3.2 Work with an individual to build on activities of interest that will promote social inclusion		
	3.3 Evaluate own role in supporting an individual to participate in the community		

## Unit 75 Support individuals to be part of a community (D/504/2226) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Social inclusion:</b></p> <ul style="list-style-type: none"> <li>valued working role</li> <li>voluntary working role</li> <li>involvement in non-disability groups</li> <li>involvement in non-disability social activities</li> <li>making friends.</li> </ul> <p><b>Key legislation:</b></p> <p>Legislation which specifically addresses social inclusion within the home countries.</p> <p><b>Community resources:</b></p> <ul style="list-style-type: none"> <li>community centres</li> <li>schools</li> <li>leisure centres</li> <li>libraries</li> <li>transport</li> <li>social clubs</li> <li>community groups</li> <li>retail outlets.</li> </ul> <p><b>Active participation:</b></p> <p>A way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.</p>



**Unit 75 Support individuals to be part of a community (D/504/2226) (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 75**

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 76 Promote nutrition and hydration in adult care settings (A/616/6336)

<b>Unit summary</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote nutrition and hydration in health and social care settings.
<b>Credit value</b>	4
<b>Guided learning hours</b>	42
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 213

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the components of a balanced diet	1.1 Define the main food groups		
	1.2 Identify sources of essential nutrients		
	1.3 Explain the role of essential nutrients for health		
	1.4 Evaluate the impact of poor diet on health and wellbeing		
2. Understand current national and organisational requirements for meeting nutritional and hydration needs in adult care settings	2.1 Summarise current legislation and national guidelines in relation to: <ul style="list-style-type: none"> <li><b>nutritional guidelines</b> for a balanced diet</li> <li>meeting nutritional and hydration needs</li> <li>food safety nutritional screening and malnutrition</li> </ul>		
	2.2 Describe the roles and responsibilities of <b>others</b> in assessing and managing nutritional and hydration needs with <b>individuals</b>		
	2.3 Explain how to access additional support and information in relation to nutrition and hydration		
	2.4 State the prevalence of malnutrition amongst individuals accessing health and social care services		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand malnutrition in adult care settings	3.1 Describe <b>factors</b> that impact on nutritional intake		
	3.2 Describe <b>risk factors</b> that may lead to malnutrition		
	3.3 Describe the signs of malnutrition		
	3.4 Explain the purpose of <b>nutritional screening</b> and associated risk assessment		
	3.5 Describe how nutritional and fluid intake should be monitored		
	3.6 Describe the impacts of malnutrition on an individual's health and wellbeing		
	3.7 Explain ways of ensuring food and drink have increased nutritional density through fortification		
	3.8 Describe the appropriate use of nutritional supplements		
	3.9 Identify when referral to a health professional is necessary		
4. Understand individual preferences and special dietary requirements in health and social care settings	4.1 Describe how <b>individual differences</b> may influence dietary preferences and intake		
	4.2 Describe barriers to healthy eating for individuals		
	4.3 Describe dietary requirements associated with common health conditions		
	4.4 Describe how to support individuals with: <ul style="list-style-type: none"> <li>• food allergy</li> <li>• food intolerance</li> </ul>		
	4.5 Explain the importance of following <b>special dietary requirements</b>		
	4.6 Explain what adaptations to a balanced diet may be required to meet different requirements		
	4.7 Describe the importance of understanding an individual's life history in supporting nutrition and hydration needs		

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

**Unit 76 Promote nutrition and hydration in adult care settings (A/616/6336) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<p>Learning outcomes 6 and 7 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Nutritional guidelines:</b> Refers to the latest national guidance for appropriate groups according to approved national sources such as the Eat Well Guide, National Institute for Health and Care Excellence (NICE).</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• culture and religion</li> <li>• individual preferences and habits</li> <li>• physical factors, eg positioning, oral hygiene</li> <li>• psychological factors, eg depression, eating disorders</li> <li>• income, lifestyle and social convention</li> <li>• media</li> <li>• family and peer group influences</li> <li>• ethics, morals and political beliefs</li> <li>• neglect.</li> </ul> <p><b>Risk factors:</b></p> <ul style="list-style-type: none"> <li>• dysphagia</li> <li>• effects of medication</li> <li>• physical or mental health</li> <li>• specific conditions such as dementia</li> <li>• oral health</li> <li>• communication</li> <li>• understanding of healthy and balanced diet appropriate to the individual.</li> </ul> <p><b>Nutritional screening:</b></p> <ul style="list-style-type: none"> <li>• Malnutrition Universal Screening Tool (MUST)</li> <li>• British Association for Parenteral And Enteral Nutrition (BAPEN)</li> <li>• National Institute for Health and Care Excellence (NICE) Nutrition for Adults.</li> </ul>

## Unit 76 Promote nutrition and hydration in adult care settings (A/616/6336) (cont'd)

### Assessment guidance

Types of evidence (cont'd)
<p><b>Individual differences:</b></p> <ul style="list-style-type: none"> <li>• health and wellbeing</li> <li>• cognitive and emotional</li> <li>• values and beliefs</li> <li>• culture and religion</li> <li>• mental health</li> <li>• gender</li> <li>• age</li> <li>• specific conditions, eg dementia, autism, learning disability</li> <li>• values and beliefs.</li> </ul> <p><b>Special dietary requirements:</b></p> <ul style="list-style-type: none"> <li>• diets for an illness or condition, eg food allergy, diabetes, eating, drinking or swallowing difficulty (dysphagia), coeliac disease.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 76</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 77 Provide support for journeys (A/601/8025)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.
<b>Credit value</b>	2
<b>Guided learning hours</b>	17
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	This unit is linked to HSC 28

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> 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 77 Provide support for journeys (A/601/8025) (cont'd)

### Assessment guidance

<b>Delivery and assessment</b>
<p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> <p>This unit must be assessed in line with Skills for Care and Development Assessment Principles.</p> <p>This unit must be taught in context of legislation and statutory guidance followed in Northern Ireland.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Aspects and factors:</b></p> <ul style="list-style-type: none"> <li>the individual</li> <li>the journey</li> <li>health and safety.</li> </ul> <p><b>Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Agreed ways of working</b> will include:</p> <ul style="list-style-type: none"> <li>policies and procedures where these exist.</li> </ul>

<p><b>Learner declaration of authenticity:</b></p> <p>I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 77</b></p> <p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

# Unit 78 Support individuals who are distressed (K/615/7258)

<b>Unit summary</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.
<b>Credit value</b>	3
<b>Guided learning hours</b>	21
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand causes and effects of distress on individuals	1.1 Identify causes of distress		
	1.2 Describe signs that may indicate an <b>individual</b> is distressed		
	1.3 Explain how distress may affect the way an individual communicates		
2. Understand potential impacts on own wellbeing when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own wellbeing		
	2.2 Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed		
3. Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an individual who is distressed		
	3.2 Recognise signs of distress that indicate the need for specialist intervention		
	3.3 Describe how to access specialist intervention		
4. Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual		
	4.2 Work in ways to alleviate immediate distress		
	4.3 Respond to the individual's reactions		
	4.4 Involve <b>others</b> when supporting an individual who is distressed		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5. Be able to support individuals to manage distress	5.1 Encourage the individual to express thoughts and feelings		
	5.2 Work with the individual and others to identify triggers for distress		
	5.3 Work with an individual and others to manage triggers or alleviate causes of distress		
	5.4 Encourage the individual to review ways of coping with distress		
6. Be able to record and report on an individual's distress	6.1 Maintain records relating to the individual's distress and the support provided		
	6.2 Report on periods of distress in line with agreed ways of working		

**Unit 78 Support individuals who are distressed (K/615/7258) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b> 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.
<b>Types of evidence</b> Evidence could include:  <b>Individual:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.  <b>Sources of support:</b> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <b>Preferences:</b> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <b>Others:</b> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul>
<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.  Learner signature: _____ Date: _____
<b>Assessor sign off of completed unit: Unit 78</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.  Assessor name: _____  Signature: _____ Date: _____

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

## Unit 79 Human structure and functionality (R/615/8596)



<b>Unit summary</b>	This unit covers knowledge about human structure and functionality relevant to the learner's role. This unit should be applied in the context of where the learner works.
<b>Credit value</b>	8
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the structure and function of the human body	1.1 Describe the structure of the <b>body's major systems</b>		
	1.2 Describe the function of the body's major systems		
	1.3 Describe how the body maintains a constant internal environment (homeostatic state)		
	1.4 Describe how the body's major systems develop across the lifespan		
2. Understand factors that affect the function of the human body	2.1 State the normal <b>observation ranges</b> for individuals		
	2.2 Outline how the normal observation ranges change across the lifespan		
	2.3 Describe factors which affect normal functioning of the body's systems		
	2.4 Outline the links between physiological malfunction and ill-health observed within <b>individuals</b> in own workplace		

**Unit 79 Human structure and functionality (R/615/8596) (cont'd)****Assessment guidance**

<b>Delivery and assessment</b>
<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>For assessment criterion 2.4, the learner must choose two physiological malfunctions and outline the signs and symptoms that are reflected as ill-health. The learner should relate the changes to the normal observational ranges covered in 2.1 and changes to the homeostatic state outlined in 1.3.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <p><b>Body's major systems:</b></p> <ul style="list-style-type: none"> <li>• musculoskeletal</li> <li>• nervous</li> <li>• cardiovascular</li> <li>• respiratory</li> <li>• digestive</li> <li>• urinary</li> <li>• lymphatic</li> <li>• integumentary</li> <li>• reproductive.</li> </ul> <p><b>Observation ranges</b> includes:</p> <ul style="list-style-type: none"> <li>• heart rate</li> <li>• breathing rate</li> <li>• temperature</li> <li>• blood pressure.</li> </ul> <p><b>Individuals:</b> Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

**Unit 79 Human structure and functionality (R/615/8596) (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 79**

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 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

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

# Section 4

## Additional information

## **Additional information**

### **Resource requirements**

There are no specific resource requirements for this qualification, but centres 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.
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### **Support for centres**

#### **Key Facts**

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

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#### **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.

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## Contact us

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