

**NCFE**

**CACHE**

# Optional unit content

**Allied Health Profession Therapy Support**

**NCFE CACHE Level 3 Diploma in Healthcare  
Support**

**QN: 610/2160/X**

## Contents

<b>Section 1: introduction</b>	<b>3</b>
Overview	3
Support handbook	3
Reproduction of this document	3
Other support materials	3
<b>Section 2: optional unit content and assessment guidance</b>	<b>4</b>
<b>Allied Health Profession Therapy Support optional units</b>	<b>5</b>
AHP 1 Provide information and advice to individuals on eating to maintain optimum nutritional status (R/650/5161)	5
AHP 2 Principles of health promotion (T/650/5162)	8
AHP 3 Deliver training through demonstration and instruction (Y/650/5163)	10
AHP 4 Monitor individuals' progress in relation to managing their body weight and nutrition (A/650/5164)	12
AHP 5 Implement hydrotherapy programmes for individuals and groups (D/650/5165)	14
AHP 6 Deliver exercise sessions to improve individuals' health and wellbeing (F/650/5166)	16
AHP 7 Assist in testing individuals' abilities prior to planning physical activities (H/650/5167)	18
AHP 8 Support individuals in undertaking their chosen activities (J/650/5168)	20
AHP 9 Support individuals with cognition or learning difficulties (K/650/5169)	23
AHP 10 Provide support for individuals with communication and interaction difficulties (R/650/5170)	26
AHP 11 Support individuals with speech and language disorders to develop their communication skills (T/650/5171)	29
AHP 12 Collaborate in the assessment of environmental and social support in the community (A/615/7183)	32
HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346)	34
AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170)	37
AHP 13 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility (Y/650/5172)	39
AHP 15 Assist in the implementation of programmes to increase mobility, movement and functional independence (A/650/5173)	42
AHP 20 Provide support for mobility (T/615/7215)	44
AHP 21A Provide agreed support for foot care (F/650/6507)	47
AHP 22 Examine the feet of individuals with diabetes (D/650/5174)	50
AHP 23 Provide advice on foot care for individuals with diabetes (F/650/5175)	52
AHP 24 Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs (H/650/5176)	54
AHP 25 Give presentations to groups (J/650/5177)	57
AHP 26 Assist others to plan presentations (K/650/5178)	59
AHP 31 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259)	61
<b>Contact us</b>	<b>64</b>
Appendix A: optional units	65

## Section 1: introduction

### Overview

This document is an extension of the qualification specification for the NCFE CACHE Level 3 Diploma in Healthcare Support (610/2160/X) and contains the Allied Health Profession Therapy Support optional units for this qualification. The optional unit document must be used alongside the mandatory qualification specification as this contains generic information that is not repeated in the optional units document. Both documents can be found on the qualification's page on the NCFE website.

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request. Please ensure you check the rule of combination (RoC) using the qualification specification.

### Support handbook

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

The qualification specification and optional unit document contain all of the qualification-specific information you will need that is not covered in the support handbook.

### Reproduction of this document

Centres must ensure they are using the most up-to-date version of this document and the qualification specification; the version number and date can be found within the documents.

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### Other support materials

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

## **Section 2: optional unit content and assessment guidance**

This section provides details of the structure and content of the Allied Health Profession Therapy Support optional units for this qualification.

**Allied Health Profession Therapy Support optional units****AHP 1 Provide information and advice to individuals on eating to maintain optimum nutritional status (R/650/5161)**

Unit summary				
This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>38 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know factors that can affect the nutritional status of individuals	1.1 Identify factors that can affect an <b>individual's</b> nutritional intake
	1.2 Describe the relationship between exercise and weight management
	1.3 Describe the relationship between different foods and their nutritional composition
	1.4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status
2. Know how to advise individuals on maintaining optimal nutritional status	2.1 Identify local and national services for an individual who needs information and support about changing their health behaviour
	2.2 Identify contact details of registered dietitians
	2.3 Identify when to seek advice from a qualified practitioner
	2.4 Outline the components of an ideal nutritional plan to meet the specific needs of an individual
	2.5 Outline the importance of gaining specific <b>body measurements</b> from an individual, to inform the type of support needed to obtain optimum nutritional status
3. Be able to obtain specific body measurements from an individual	3.1 Prepare an environment that is suitable for confidential discussions and for taking body measurements
	3.2 Gain <b>valid consent</b> from the individual prior to taking body measurements
	3.3 Obtain <b>background information</b> from the individual
	3.4 Take an individual's body measurements
	3.5 Interpret results against standard measures in line with local policy and protocol
4. Be able to provide individuals with information and advice on eating to maintain optimum nutritional status	4.1 Explain the <b>nutritional composition</b> of different foods to the individual/carer
	4.2 Support an individual to assess their eating habits and set nutritional objectives
	4.3 Provide information to the individual/carer on how to maintain optimum nutritional status
	4.4 Update records in line with local policy and protocol
	4.5 Record any actions to be taken by the individual/carer

Range
<b>1. Know factors that can affect the nutritional status of individuals</b>
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.</p>
<b>2. Know how to advise individuals on maintaining optimal nutritional status</b>
<p><b>2.5 Body measurements</b> must include:</p> <ul style="list-style-type: none"> <li>• waist circumference</li> <li>• skinfold thickness</li> <li>• weight and height but could include body mass index (BMI)</li> <li>• percentage weight loss</li> <li>• bioelectrical impedance</li> <li>• waist-hip ratio</li> <li>• calculation of nutritional requirements</li> </ul>
<b>3. Be able to obtain specific body measurements from an individual</b>
<p><b>3.2 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul> <p><b>3.3 Background information</b> could include:</p> <ul style="list-style-type: none"> <li>• medical</li> <li>• cultural</li> <li>• financial or social information pertinent to managing the individual's body weight</li> <li>• blood health</li> <li>• eating habits</li> <li>• diet history</li> </ul>
<b>4. Be able to provide individuals with information and advice on eating to maintain optimum nutritional status</b>
<p><b>4.1 Nutritional composition</b> could include:</p> <ul style="list-style-type: none"> <li>• fibre</li> <li>• salt content</li> <li>• sugar content</li> <li>• calories/energy values</li> <li>• proteins</li> <li>• saturated and unsaturated fat content</li> <li>• carbohydrate vitamins and minerals</li> <li>• additives and preservatives</li> <li>• fluid</li> </ul>

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS148

## AHP 2 Principles of health promotion (T/650/5162)



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

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

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



**Range**

**3.** Understand the role of effective communication in health promotion

**3.2 Communication methods** could include:

- informative
- educative
- persuasive
- prompting

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

Relationship to National Occupational Standards (NOS):

- SFHPHP13
- SFHPHP14
- SFHPHP15
- SFHPHP16
- SFHCVDED2
- SFHCHDED3

**AHP 3 Deliver training through demonstration and instruction (Y/650/5163)**

<b>Unit summary</b>				
<p>This unit provides learners with the knowledge and skills to train others using demonstration and instruction as a teaching strategy. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving hand-eye co-ordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment. The unit covers the training of individuals or groups of learners and the training of single or multi-tasked practical activities.</p>				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>21 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered
	1.2 Describe the <b>resources</b> required to deliver the training
	1.3 Describe what constitutes an appropriate environment for the delivery of the training
	1.4 Explain how to overcome <b>barriers</b> that delegates/attendees may encounter whilst undertaking training
	1.5 Evaluate the use of demonstration and instruction as a teaching strategy
	1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method
2. Be able to deliver training by demonstration and instruction	2.1 Explain the learning aims and objectives of the training session to delegates/attendees
	2.2 Deliver the training programme to delegates/attendees through demonstration and instruction
	2.3 Maintain communication with delegates/attendees during demonstration and instruction
	2.4 Check delegates'/attendees' understanding at regular intervals
	2.5 Encourage delegates/attendees to ask questions and seek clarification during training
	2.6 Provide delegates/attendees with opportunities and support to demonstrate the learning achieved through the training
	2.7 Respond to the delegates'/attendees' <b>needs</b> during the training
	2.8 Provide constructive feedback to delegates/attendees on their progress
3. Be able to review learning and training	3.1 Gather feedback from delegates/attendees on the effectiveness of the training
	3.2 Assess whether the training programme delivers the required learning outcomes
	3.3 Review the effectiveness of the training
	3.4 Identify ways to improve or adapt the training

<b>Range</b>
<p><b>1.</b> Understand how to deliver training through demonstration and instruction</p>
<p><b>1.2 Resources:</b></p> <p>Refers to any physical resource that supports demonstration and instruction-led training. This could include technical equipment, people or simulation devices, handouts, workbooks or IT-based aides.</p> <p><b>1.4 Barriers</b> could include:</p> <ul style="list-style-type: none"> <li>• fear of failure</li> <li>• low self-esteem</li> <li>• low motivation</li> <li>• limited resourcing</li> <li>• inaccessible learning platforms</li> </ul>
<p><b>2.</b> Be able to deliver training by demonstration and instruction</p>
<p><b>2.7 Needs</b> must include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual</li> <li>• emotional</li> <li>• social</li> </ul>

<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real work environment (RWE).</p> <p>Currently there is no specific National Occupational Standards (NOS) for the delivery of training through demonstration and instruction.</p> <p>This unit is indicative of LLUK NOS:</p> <ul style="list-style-type: none"> <li>• learning delivery standards 1 and 9</li> <li>• learning and development standards 3, 4 and 5</li> </ul>

### AHP 4 Monitor individuals' progress in relation to managing their body weight and nutrition (A/650/5164)

Unit summary				
This unit is aimed at those who support and monitor adults and/or young people's progress in managing their body weight and nutrition. There will be opportunities to develop the knowledge, understanding and skills related to assessing an individual's current body weight and nutritional status and to work with them to re-establish goals for further progress.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	26 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines
	1.2 Outline the types of information to gather from an <b>individual</b> in order to assess their progress
	1.3 Explain how to provide constructive feedback and encouragement to an individual regarding their progress, in line with policy and protocol
	1.4 Explain how to interpret <b>body measurements</b> to inform the type of support provided, in line with policy and protocol
	1.5 Explain when to refer the individual to other practitioners for modifications of plans
2. Be able to monitor individuals' progress in managing their body weight	2.1 Prepare a suitable environment for open and confidential discussions and for taking body measurements
	2.2 Confirm the individual's identity and gain <b>valid consent</b> prior to taking body measurements
	2.3 Explain how consent would be gained from individuals who do not have the capacity to consent
	2.4 Take the individual's body measurements in line with local policy and protocol
	2.5 Interpret body measurements to inform the type of advice to give
	2.6 Discuss, with the individual/carer, the progress the individual has made and any difficulties they have experienced
	2.7 Support the individual to identify factors that have adversely affected their plan
	2.8 Evaluate the effectiveness of current interventions in achieving agreed goals
3. Be able to support individuals in re-establishing goals for further progress	3.1 Agree new goals with the individual/carer that will achieve further progress
	3.2 Agree review dates with the individual/carer
	3.3 Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan
	3.4 Update records in line with local policy and protocol

<b>Range</b>
<p><b>1.</b> Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines</p>
<p><b>1.2 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. The use of individuals in this unit refers only to adults and young people (not infants or children).</p> <p><b>1.4 Body measurements</b> must include:</p> <ul style="list-style-type: none"> <li>• waist circumference</li> <li>• skinfold thickness</li> <li>• weight and height, but could also include body mass index (BMI)</li> <li>• percentage weight loss</li> <li>• bioelectrical impedance</li> <li>• waist-hip ratio</li> <li>• calculation of nutritional requirements</li> </ul>
<p><b>2.</b> Be able to monitor individuals' progress in managing their body weight</p>
<p><b>2.1 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> <li>•</li> </ul>
<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHCHS146</li> </ul>

**AHP 5 Implement hydrotherapy programmes for individuals and groups (D/650/5165)**

Unit summary				
This unit aims to develop the learner's ability to implement hydrotherapy programmes under the overall direction of the therapist. Knowledge and understanding of the musculoskeletal anatomy of the human body and the principles and practices of hydrotherapy underpin work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>35 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own role when implementing hydrotherapy programmes
	1.2 Explain the importance of only working within own scope of practice
2. Know musculoskeletal aspects of the body	2.1 Identify the main bones, muscle groups and joints of the body
	2.2 Describe the functions of muscle, ligaments and tendons
	2.3 Describe the normal ranges of movement of the main joints in the body
3. Understand principles of hydrotherapy practice	3.1 Describe principles and main benefits of hydrotherapy
	3.2 Identify potential dangers and adverse reactions related to hydrotherapy and actions to be taken
	3.3 Describe response procedures to follow in emergency situations in hydrotherapy
	3.4 Explain reasons for respecting the vulnerability of <b>individuals</b> in the hydrotherapy environment
	3.5 Explain the importance of taking refreshment and rest during hydrotherapy programmes
	3.6 Describe applications of hydrotherapy equipment
4. Be able to implement hydrotherapy programmes	4.1 Check the environment is suitable for hydrotherapy programmes
	4.2 Obtain <b>valid consent</b> from the individual before starting the hydrotherapy programme
	4.3 Assist the individual to enter/exit the pool
	4.4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals
	4.5 Monitor the safety and wellbeing of the individual during and after treatment in line with national/local policy and protocol
	4.6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes
	4.7 Ensure self and individual take rest and refreshment as appropriate

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
5. Be able to report to the practitioner on the outcomes of the hydrotherapy programme	5.1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol
	5.2 Feedback information to the practitioner to inform future planning

<b>Range</b>
<b>3. Understand principles of hydrotherapy practice</b>
<b>3.4 Individuals:</b>
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.
<b>4. Be able to implement hydrotherapy programmes</b>
<b>4.2 Valid consent:</b>
Must be in line with agreed UK country definition and could include:
<ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.
LO4 and LO5 must be assessed in a real work environment (RWE).
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> <li>SFHCHS139</li> </ul>

**AHP 6 Deliver exercise sessions to improve individuals' health and wellbeing (F/650/5166)**

Unit summary				
This unit aims to develop the learner's ability to deliver exercise sessions for individuals or groups. Knowledge of the roles of exercise in promoting health and wellbeing is required, as well as an understanding of exercise programme rationales.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>32 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in delivering exercise sessions
2. Understand the role of exercise and its physical effects on the body	2.1 Describe the physical effects of exercise
	2.2 Outline the main aspects of cardiovascular anatomy and physiology that are relevant to exercise
	2.3 Explain the role of exercise in improving self-esteem, confidence and motivation
3. Understand the principles and rationales for exercise programmes	3.1 Explain what is meant by <b>FITT principles</b> and their application to exercise sessions
	3.2 Describe principles used in designing and developing exercise sessions
	3.3 Explain the importance of using warm-up and cool down exercises as part of a session
	3.4 Describe potential adverse reactions to exercise and the procedure for dealing with them
	3.5 Explain factors in risk assessment for exercise sessions for <b>individuals</b> and groups
	3.6 Describe ways to measure and evaluate individuals' responses to exercise
4. Understand the use of exercise equipment	4.1 Describe the functions and limitations of exercise equipment encountered in own work practice
5. Be able to deliver exercise sessions	5.1 Instruct individuals to carry out exercise activities
	5.2 Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals
	5.3 Give encouragement and feedback to promote individuals' confidence and motivation
	5.4 Collaborate with individuals to agree on intended outcomes of exercise sessions within scope of own role



Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	5.5 Plan future goals with individuals to meet their needs and abilities within scope of own role
	5.6 Make records of all aspects of exercise sessions in line with national/local policy and protocol

Range
3. Understand the principles and rationales for exercise programmes
<p><b>3.1 FITT principles:</b></p> <p>These are rules that relate to the frequency, intensity, type and time of exercise.</p> <p>These 4 principles of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for both cardiorespiratory and resistance training.</p> <p><b>3.5 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p>

Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHCHS144</li> </ul>

**AHP 7 Assist in testing individuals' abilities prior to planning physical activities (H/650/5167)**

Unit summary				
This unit develops the learner's ability to assist the practitioner in preparing and administering tests to assess individuals' ability to exercise.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>38 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice relating to assisting in testing individuals' abilities prior to planning physical activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how they inform own role
2. Understand health-related issues and how these may impact physical activities	2.1 Outline cardiovascular anatomy and musculoskeletal anatomy in relation to: <ul style="list-style-type: none"> <li>• physiology</li> <li>• biochemistry</li> </ul>
	2.2 Explain the biophysical model of health and how it applies to testing an individual's physical abilities
	2.3 Identify factors that may cause limitations to physical activity
3. Understand motivation factors for physical activities	3.1 Explain how to motivate <b>individuals</b> to become involved in exercise regimes
	3.2 Explain factors that could motivate individuals to change behaviour and/or lifestyle
4. Be able to carry out preparations for assessments of individuals' ability to exercise	4.1 Obtain the individual's <b>valid consent</b> to the assessment process
	4.2 Explain how consent would be gained from individuals who do not have the capacity to consent
	4.3 Prepare environment for carrying out assessment in line with national/local policy and protocol
	4.4 Take account of information from previous assessments/medication history that may influence the progress or process of the planned testing
	4.5 Explain the importance of accessing previous assessments and medication history
5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1 Outline the tests used in own work practice to assess individuals' physical abilities
	5.2 Identify barriers to exercise for individuals
	5.3 Identify the individual's present and former levels of physical activity
	5.4 Work with the individual to identify their goals in relation to physical activity

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	5.5 Assist the practitioner to administer tests to assess the individual's ability to exercise
	5.6 Report any medical limitation on the individual's physical activity
	5.7 Explain methods for calculating and interpreting an individual's <b>rating of perceived exertion (RPE)</b>
	5.8 Explain how to respond to an individual's rating of perceived exertion
	5.9 Identify the individual's rating of perceived exertion
	5.10 Record the individual's exercise capacity in line with national/local policy and protocol

Range
3. Understand motivation factors for physical activities
<p><b>3.1 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.</p>
4. Be able to carry out preparations for assessments of individuals' ability to exercise
<p><b>4.1 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise
<p><b>5.7 Rating of perceived exertion (RPE):</b></p> <p>A method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In most RPE scales the higher the number the higher the exertion.</p>

Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHCHS142</li> </ul>

**AHP 8 Support individuals in undertaking their chosen activities (J/650/5168)**

Unit summary				
This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance wellbeing. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>24 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in supporting <b>individuals</b> to undertake their chosen activities
2. Understand concepts for supporting individuals to undertake chosen activities, services or facilities	2.1 Explain factors that motivate an individual to change behaviour and/or lifestyle
	2.2 Explain benefits to the individual's: <ul style="list-style-type: none"> <li>• sense of <b>wellbeing</b></li> <li>• personal development</li> </ul>
	2.3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities within scope of own role
	2.4 Explain the use of <b>SMART</b> goals
3. Be able to make plans with individuals to undertake chosen activities	3.1 Interpret any previous assessment of the individual's needs to inform future requirements
	3.2 Actively listen to the individual or relevant <b>others</b> to establish an understanding of their needs, interests, values and beliefs
	3.3 Identify the physical, social, safety and psychological demands of the chosen activity within the scope of own role
	3.4 Agree the steps the individual must follow to develop their ability to undertake chosen activities
	3.5 Identify a range of local services and facilities
	3.6 Select the local services and facilities based on the: <ul style="list-style-type: none"> <li>• availability</li> <li>• relevance</li> </ul>
	3.7 Agree with the individual and relevant others any information, resources, adaptations and assistance required to access and use chosen services and facilities
4. Be able to support individuals to undertake chosen activities	4.1 Organise any required resources, adaptations and assistance to enable the individual to access chosen activities
	4.2 Support an individual to access their chosen activities in line with scope of own role and national/local policy

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	4.3 Describe coping strategies that an individual may require to fulfil their chosen activities
	4.4 Evaluate the effectiveness of the activities in line with national/local policy within scope of own role
	4.5 Maintain clear records in accordance with national/local policy
	4.6 Report outcomes in accordance with national/local policy

<b>Range</b>
<p><b>1.</b> Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities</p>
<p><b>1.1 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
<p><b>2.</b> Understand concepts for supporting individuals to undertake chosen activities, services or facilities</p>
<p><b>2.2 Wellbeing:</b></p> <p>This is a broad concept referring to a person's quality of life taking into account health, happiness and comfort.</p> <p>Wellbeing could include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental</li> </ul> <p><b>2.4 SMART:</b></p> <p>Comprehensive definition for goal setting:</p> <ul style="list-style-type: none"> <li>• S – specific</li> <li>• M – measurable</li> <li>• A – achievable</li> <li>• R – realistic</li> <li>• T – time-bound</li> </ul>
<p><b>3.</b> Be able to make plans with individuals to undertake chosen activities</p>
<p><b>3.2 Others</b> could include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> </ul>

**Range**

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

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN15

**AHP 9 Support individuals with cognition or learning difficulties (K/650/5169)**

<b>Unit summary</b>				
This unit aims to develop the learner's ability to support individuals with cognition or learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>34 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition or learning difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines that inform own role
2. Understand cognitive or learning difficulties	2.1 Identify the cognitive skills required for learning
	2.2 Explain how global learning difficulties and specific learning difficulties affect learning
	2.3 Explain how cognitive difficulties affect language development and communication
	2.4 Explain the effects of learning difficulties on perception, memory and information processing
	2.5 Describe the cognition or learning difficulties encountered in own practice and the implications on providing support for <b>learning activities</b>
	2.6 Explain the importance of active learning for <b>individuals</b> with cognition or learning difficulties and how this can be promoted
	2.7 Explain the potential effects of medication on individuals with cognition or learning difficulties
3. Be able to assist the therapist/supervisor to prepare learning activities	3.1 Obtain information about the individual's cognition or learning needs and the planned learning activities
	3.2 Work with the therapist/supervisor to identify approaches to enable and motivate the individual to develop learning strategies
	3.3 Obtain and use suitable equipment and materials to support the individual's learning needs
	3.4 Adapt teaching and learning materials at the direction of the therapist/supervisor to suit the individual's learning needs
	3.5 Describe modifications to learning activities that can be made to improve an individual's progress
4. Be able to support individuals with learning activities	4.1 Support, encourage, praise and reassure the individual to help them with learning activities
	4.2 Follow instructions using <b>agreed methods of communication</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	4.3 Provide information, advice and opportunities to enable and encourage the individual to decide on own learning
	4.4 Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement
	4.5 Use a range of methods to help the individual understand the environment and the use of objects
	4.6 Sequence and structure learning activities and the environment as directed by the therapist/supervisor so the individual develops: <ul style="list-style-type: none"> <li>• organisational skills</li> <li>• information processing skills</li> <li>• problem-solving skills</li> </ul>
	4.7 Explain the use of educational/behaviour support plans
5. Be able to assist in reviewing learning	5.1 Feedback to the therapist/supervisor on the individual's learning achievements and any problems encountered
	5.2 Help individuals to review their achievements and plan for future learning
	5.3 Record and report in line with <b>agreed ways of working</b>

Range
2. Understand cognitive or learning difficulties
2.5 Learning activities could include:
<ul style="list-style-type: none"> <li>• physical</li> <li>• creative</li> <li>• cognitive</li> </ul>
2.6 Individuals:
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.
4. Be able to support individuals with learning activities
4.2 Agreed methods of communication:
These will have been identified in collaboration with the individual and others.
5. Be able to assist in reviewing learning
5.3 Agreed ways of working:
This will include standards, codes of practice, policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.
LO3, LO4 and LO5 must be assessed in a real work environment (RWE).



**Delivery and assessment guidance**

Relationship to National Occupational Standards (NOS):

- SFHGEN86

### AHP 10 Provide support for individuals with communication and interaction difficulties (R/650/5170)

Unit summary				
This unit requires the learner to have an understanding of different communication methods, communication impairments and disorders that cause communication and interaction difficulties, and factors in interacting with individuals with communication and interaction difficulties. This unit enables the learner to support learning tasks and activities in work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	4 credits	39 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines that inform own role
2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of <b>relevant others within own work environment</b>
	2.2 Describe the roles and responsibilities of <b>others external to own work environment</b>
3. Understand communication impairments and disorders that cause communication and interaction difficulties	3.1 Explain how communication differs between <b>individuals</b> with and without communication disorders
	3.2 Identify the role of communication in developing self-esteem and expression
	3.3 Describe how oral, emotional and physical factors can affect an individual's communication
	3.4 Describe how oral, emotional and physical factors may be minimised or overcome
	3.5 Explain the relationship between different communication impairments relevant to own role
4. Understand methods of interacting with individuals with communication and interaction difficulties	4.1 Explain how to adapt vocabulary to meet the needs of individuals with communication and interaction difficulties
	4.2 Describe visual and auditory teaching approaches that can be used for individuals with communication and interaction difficulties
	4.3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication and interaction
	4.4 Explain the use of educational/behaviour support plans for individuals with communication and interaction difficulties

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
5. Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1 Describe the language and communication needs of an individual encountered in own work role
	5.2 Obtain information about the individual's competence in communication and the therapist's planned <b>learning tasks and activities</b>
	5.3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities
	5.4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities
	5.5 Assist the individual to use <b>augmented and alternative means of communication</b>
6. Be able to support individuals with communication and interaction difficulties to communicate with others	6.1 Encourage the individual to converse with relevant others
	6.2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others
	6.3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties
	6.4 Promote the individual's autonomy with regard to expressive and receptive language
	6.5 Provide constructive feedback to the individual on their participation and progress
	6.6 Provide feedback to the therapist/supervisor on significant aspects of the individual's participation levels and progress

<b>Range</b>
2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties
<p data-bbox="113 1330 1477 1368"><b>2.1 Relevant others within own work environment</b> could include:</p> <ul data-bbox="113 1368 1477 1630" style="list-style-type: none"> <li>• friends</li> <li>• relatives</li> <li>• peers</li> <li>• advocates</li> <li>• other therapists</li> <li>• carers</li> </ul> <p data-bbox="113 1630 1477 1668"><b>2.2 Others external to own working environment</b> could include:</p> <ul data-bbox="113 1668 1477 1839" style="list-style-type: none"> <li>• external agencies</li> <li>• charities</li> <li>• public sector organisations</li> </ul>

<b>Range</b>
<p><b>3.</b> Understand communication impairments and disorders that cause communication and interaction difficulties</p>
<p><b>3.1 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
<p><b>5.</b> Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities</p>
<p><b>5.2 Learning tasks and activities</b> could include:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• creative</li> <li>• cognitive</li> </ul> <p><b>5.5 Augmented and alternative means of communication:</b></p> <p>These include the supplementary or alternative ways in which individuals communicate, such as gestures, signs and symbols, and voice output communication aids.</p>
<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHGEN85</li> </ul>

### AHP 11 Support individuals with speech and language disorders to develop their communication skills (T/650/5171)

Unit summary				
This unit is aimed at those who work under the direction of a speech and language therapist to support individuals with speech and language disorders to develop their communication skills across their lifespan. Learners will have the opportunity to develop knowledge, understanding and skills to implement and adapt therapeutic activities for individual communication needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>32 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills	1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting <b>individuals</b> with speech and language disorders to develop their communication skills
	1.2 Explain own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills
2. Understand range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan	2.1 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan
3. Understand factors affecting individuals' ability to communicate	3.1 Outline how speech sounds are produced
	3.2 Explain how common speech and language disorders can affect an individual's ability to communicate and learn
	3.3 Explain the effect that developmental delay and acquired disorders can have upon an individual's communication
	3.4 Explain the effects the following may have on communication and social interaction: <ul style="list-style-type: none"> <li>• unusual patterns of interaction</li> <li>• psychological changes</li> <li>• stress and distress</li> <li>• familiar communication environments</li> <li>• employment</li> <li>• education</li> <li>• health</li> </ul>
	3.5 Explain the stages in verbal comprehension
	3.6 Explain how situational understanding impacts on functional understanding

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.7 Outline the role of the communication partner in making reasonable adjustments
	3.8 Explain the impact of social communication impairment
4. Understand how <b>therapeutic programmes and activities</b> are used to support and enhance communication	4.1 Identify factors that affect attention span, memory and the ability to learn for different client groups accessing speech and language therapy
	4.2 Explain the nature and purpose of different therapeutic activities
	4.3 Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme
	4.4 Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction
5. Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities	5.1 Provide a model for the individual in terms of verbal and non-verbal communication
	5.2 Gain <b>valid consent</b> from the individual, or a third party where the individual is not in a position to provide this consent independently
	5.3 Explain and agree the therapeutic activities with the individual
6. Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills	6.1 Carry out therapeutic activities using <b>methods</b> as directed and detailed within the individual's care plan, seeking advice when an activity is beyond own scope of practice
	6.2 Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual
	6.3 Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills
	6.4 Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities
	6.5 Provide support to <b>relevant others</b> to enable them to develop skills that they can use with the individual in a functional setting
	6.6 Provide feedback to the individual's care team to support future planning of the individual's care
	6.7 Record outcomes of the programme activities, taking any necessary action in response to factors that indicate adverse reaction to the programme

Range
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills
<b>1.1 Individuals:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.

Range
<p><b>4.</b> Understand how <b>therapeutic programmes and activities</b> are used to support and enhance communication</p>
<p><b>LO4. Therapeutic programmes and activities:</b></p> <p>Those devised by the speech and language therapist and agreed with the individual to address developmental needs such as:</p> <ul style="list-style-type: none"> <li>• language (development or recovery of words and concepts to convey meaning)</li> <li>• phonological/articulatory (development or recovery of patterns and systems of speech sound)</li> <li>• social communication (development or recovery of social communication skills, including parent/child interactions)</li> <li>• comprehension</li> <li>• augmentative and alternative communication (AAC)</li> </ul>
<p><b>5.</b> Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities</p>
<p><b>5.2 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
<p><b>6.</b> Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills</p>
<p><b>6.1 Methods</b> could include:</p> <ul style="list-style-type: none"> <li>• comprehension</li> <li>• communication partners</li> <li>• functional understanding</li> </ul> <p><b>6.5 Relevant others:</b></p> <p>Those with whom the individual is in routine contact and whom they elect to involve in their care programme.</p>

Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHCHS157</li> </ul>

**AHP 12 Collaborate in the assessment of environmental and social support in the community (A/615/7183)**

Unit summary				
This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>23 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that affect work related to the provision of environmental and social support in the <b>community</b>
	1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community
2. Understand how to assess the need for, and provision of, environmental and social support in the community	2.1 Describe situations when individuals may need to be provided with environmental or social support
	2.2 Describe types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community
	2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community
	2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community
	2.5 Explain the roles of those involved in assessing environmental and social support in the community
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision of, environmental and social support in the community	3.1 Communicate with the <b>individual</b> and <b>relevant others</b> in a way that encourages personal choice
	3.2 Undertake the assessment in line with local policy and protocol
	3.3 Identify and prioritise the individual's needs, in conjunction with relevant others if necessary
	3.4 Record the outcomes of the assessment in line with local policy and protocol
	3.5 Pass on the outcomes of the assessment in line with local policy and protocol
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1 Confirm the availability of the resources required for the environmental or social support
	4.2 Communicate options for support and equipment to the individual and relevant others
	4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions



<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
	4.4 Agree any proposed changes to the environment and social support and gain <b>valid consent</b> to carry these out
	4.5 Record the agreed actions in line with local policy and protocol

<b>Range</b>
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community
<b>1.1 Community:</b>  Could be the individual's own home, a community home, a day centre or the individual's place of work.
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision of, environmental and social support in the community
<b>3.1 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.  <b>3.1 Relevant others</b> could include: <ul style="list-style-type: none"> <li>• colleagues</li> <li>• family</li> <li>• carers</li> <li>• anyone else involved in the care and wellbeing of the individual</li> </ul>
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others
<b>4.4 Valid consent:</b>  Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.  LO3 and LO4 must be assessed in a real work environment (RWE).  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>• SFHGEN75</li> </ul>

**HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346)**

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>28 GLH</b>

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to evaluate support for retaining, regaining or developing skills for everyday life	5.1 Work with an individual and others to agree criteria and processes for evaluating support
	5.2 Evaluate progress towards goals and the effectiveness of methods used
	5.3 Agree revisions to the plan for retaining, regaining or developing skills
	5.4 Record and report outcomes

<b>Range</b>
<b>1. Understand the context of supporting skills for everyday life</b>
<b>1.2 Individuals:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>2. Understand how to support individuals to retain, regain and develop skills for everyday life</b>
<b>2.1 Methods</b> must be person-led and could include: <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>
<b>3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life</b>
<b>3.2 Others</b> could include: <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul>
<b>4. Be able to support individuals to retain, regain or develop skills for everyday life</b>
<b>4.1 Active participation:</b>  A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.  LO3, LO4 and LO5 must be assessed in a real work environment (RWE).

**Delivery and assessment guidance**

Relationship to National Occupational Standards (NOS):

- SCDHSC0344

**AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170)**

Unit summary				
This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse benefits of recommended therapies to an <b>individual's</b> health and wellbeing
	1.2 Describe barriers that prevent individuals from continuing recommended therapies
	1.3 Discuss consequences of individuals discontinuing recommended therapies
2. Be able to encourage individuals to continue recommended therapies	2.1 Agree individual's <b>needs, wishes and preferences</b> in relation to continuing a recommended therapy
	2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy
	2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy
	2.4 Explain how to motivate the individual to continue the recommended therapy
3. Be able to support individuals to continue recommended therapy	3.1 Clarify information required prior to providing support
	3.2 Promote <b>active participation</b> during therapy
	3.3 Manage concerns encountered during therapy
	3.4 Provide constructive feedback and encouragement to the individual during therapy
4. Be able to monitor, record and report on observations during recommended therapy	4.1 Establish with the individual and <b>others</b> the observations to be made during therapy sessions
	4.2 Carry out agreed observations within scope of own role
	4.3 Record agreed observations within scope of own role
	4.4 Report on the findings of observations to individuals and others
5. Be able to contribute to evaluation and review of recommended therapies	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
	5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
	5.3 Agree changes to therapy sessions or the support provided with others
	5.4 Record agreed actions

<b>Range</b>
<b>1. Understand the importance of supporting individuals to continue recommended therapies</b>
<p><b>1.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
<b>2. Be able to encourage individuals to continue recommended therapies</b>
<p><b>2.1 Needs, wishes and preferences</b> could include:</p> <ul style="list-style-type: none"> <li>• importance of recognising individual needs</li> <li>• age and stage of development of child or young person</li> <li>• home language</li> <li>• preferred method</li> <li>• additional learning needs</li> <li>• physical disabilities</li> <li>• cognitive and communication difficulties</li> <li>• alternative methods of communication (for example, language: British Sign Language, Makaton, Braille, the use of signs, symbols; and pictures and writing: objects of reference, finger spelling, communication passports, human and technological aids to communication)</li> </ul>
<b>3. Be able to support individuals to continue recommended therapy</b>
<p><b>3.2 Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
<b>4. Be able to monitor, record and report on observations during recommended therapy</b>
<p><b>4.1 Others</b> could include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul>

<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3, LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SCDHSC0352</li> </ul>

### AHP 13 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility (Y/650/5172)

Unit summary				
This unit develops the learner's ability to assist the practitioner to implement treatment programmes. A knowledge of the rationale for the programmes and associated anatomy and physiology is required.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>29 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice that inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how these inform own role and practice
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in individuals
	2.2 Describe the physiological benefits of movement
	2.3 Describe the aspects of the anatomy and physiology of the skin and lungs that inform treatment programmes for <b>individuals</b> with severely reduced mobility
	2.4 Describe the basic reaction to pain within the body
	2.5 Explain the principles of asymmetric practice and pressure area care
3. Understand treatment programmes for individuals with severely reduced movement/mobility	3.1 Describe the types and purpose of treatment programmes used for different conditions
	3.2 Identify the functions of equipment and materials used in different treatment programmes
	3.3 Identify the potential dangers associated with: <ul style="list-style-type: none"> <li>treatment programmes for individuals with severely reduced movement/mobility</li> <li>the equipment and the materials used</li> </ul>
	3.4 Identify potential adverse reactions to different treatment programmes
	3.5 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action
	3.6 Explain the rationale for and importance of monitoring an individual's condition

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1 Position the individual appropriately for the treatment programme
	4.2 Obtain <b>valid consent</b> from the individual before commencing treatment
	4.3 Explain how consent would be gained from individuals who do not have the capacity to consent
	4.4 Carry out activities specified in the individual's treatment plan within scope of own role
	4.5 Monitor the individual's condition during and after treatment
	4.6 Provide verbal and physical support and encouragement during and after treatment
	4.7 Give feedback to <b>relevant others</b> on the progress of the treatment programme in line with local policy and protocol
	4.8 Explain the importance of seeking advice and assistance on problems beyond own scope of competence
	4.9 Make records of the treatment in line with national/local policy and protocol

Range
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility
<p><b>2.3 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility
<p><b>4.2 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul> <p><b>4.7 Relevant others</b> could include:</p> <ul style="list-style-type: none"> <li>• practitioners</li> <li>• supervisor</li> <li>• families, informal carers, advocates</li> <li>• those with parental responsibility</li> <li>• peers</li> <li>• therapists</li> </ul>



**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS136

### AHP 15 Assist in the implementation of programmes to increase mobility, movement and functional independence (A/650/5173)

Unit summary				
This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>28 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence
2. Understand health topics related to restoring movement and functional independence	2.1 Describe physical and psychological benefits of functional exercise
	2.2 Identify and describe the functions of the main muscle groups and joints in the body
	2.3 Describe a range of psychological effects of physical disability on individuals
	2.4 Describe conditions that can cause difficulties in movement and mobility, in relation to those encountered in own role
3. Understand treatment programmes related to restoring movement and functional independence	3.1 Describe treatment programmes for <b>individuals</b> with restricted movement and mobility encountered in own role
	3.2 Explain the functions of equipment and materials used in own role
	3.3 Identify and explain hazards associated with using the equipment and materials
	3.4 Describe potential signs of adverse reactions to mobility and movement programmes
4. Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1 Obtain <b>valid consent</b> from the individual for the therapeutic activities
	4.2 Position the individual for the therapeutic activities
	4.3 Carry out therapeutic activities that fulfil the individual's needs and goals as outlined in the treatment plan
	4.4 Support and encourage the individual to practise existing and newly developed skills during the treatment programme
	4.5 Encourage the individual to practise skills developed during treatment in their daily life
	4.6 Monitor the individual during and after treatment in line with the treatment plan

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
	4.7 Describe monitoring processes used and their importance in treatment programmes
5. Be able to make records and provide information to the practitioner	5.1 Feedback information to the practitioner to inform future treatment in line with local policy and protocol
	5.2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol
	5.3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence
	5.4 Explain the importance of reporting adverse reactions
	5.5 Explain potential consequences of poor practice

<b>Range</b>
<b>3. Understand treatment programmes related to restoring movement and functional independence</b>
<b>3.1 Individuals:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>4. Be able to assist in implementing programmes to restore mobility, movement and functional independence</b>
<b>4.1 Valid consent:</b>  Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>the individual must have the mental capacity to make the decision</li> <li>the individual must have sufficient unbiased information to make an informed choice</li> <li>the individual must not be pressured into making a decision and must give consent freely</li> </ul>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.  LO4 and LO5 must be assessed in a real work environment (RWE).  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>SFHCHS136</li> </ul>

**AHP 20 Provide support for mobility (T/615/7215)**

Unit summary				
This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>14 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of mobility	1.1 Define mobility
	1.2 Explain how different health conditions may affect and be affected by mobility
	1.3 Outline effects that reduced mobility may have on an <b>individual's wellbeing</b>
	1.4 Describe the benefits of maintaining and improving mobility
2. Be able to prepare for mobility activities	2.1 Agree <b>mobility activities</b> with the individual and <b>others</b> , according to the individual's needs and abilities
	2.2 Remove or minimise hazards in the environment before a mobility activity
	2.3 Check the suitability of an individual's clothing and footwear for safety and mobility
	2.4 Check the suitability of <b>mobility equipment and appliances</b> for the individual
	2.5 Check the safety and cleanliness of mobility equipment and appliances
3. Be able to support individuals to keep mobile	3.1 Promote the <b>active participation</b> of the individual during a mobility activity
	3.2 Assist an individual to use mobility appliances correctly and safely
	3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person
	3.4 Give feedback and encouragement to the individual during mobility activities
4. Be able to observe, record and report on activities to support mobility	4.1 Record observations of mobility activity
	4.2 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided</li> </ul>

Range
<p><b>1. Understand the importance of mobility</b></p> <p><b>1.3 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>1.3 Wellbeing</b> could include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental</li> </ul>
<p><b>2. Be able to prepare for mobility activities</b></p> <p><b>2.1 Mobility activities</b> could include:</p> <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities</li> </ul> <p><b>2.1 Others</b> could include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul> <p><b>2.4 Mobility equipment and appliances</b> could include:</p> <ul style="list-style-type: none"> <li>• wheelchairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances</li> </ul>
<p><b>3. Be able to support individuals to keep mobile</b></p> <p><b>3.1 Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0215

**AHP 21A Provide agreed support for foot care (F/650/6507)**

<b>Unit summary</b>				
This unit is aimed at those who work in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet, as well as giving learners the knowledge about common conditions of the feet.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>23 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the signs and causes of foot and toenail abnormalities	1.1 Describe the effects of <b>common medical conditions</b> on the feet and toenails
	1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails
2. Be able to provide support for assessed foot care needs	2.1 Establish information about an <b>individual's</b> assessed foot care needs
	2.2 Ensure the setting for foot care meets the individual's <b>preferences</b> and maintains privacy
	2.3 Gain <b>valid consent</b> to provide treatment to the individual
	2.4 Explain how consent would be gained from individuals who do not have the capacity to consent
	2.5 Prepare the equipment required for treatment
	2.6 Prepare the individual's feet for treatment, in a way that promotes <b>active participation</b>
	2.7 Describe how and when to access additional guidance about assessed foot care needs
3. Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used
	3.2 Invite feedback from the individual on how their foot care is carried out
	3.3 Explain why advice should not be given unless agreed with the podiatrist
4. Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions
	4.2 Operate equipment safely and in accordance with instructions
	4.3 Use personal protective equipment (PPE) and hygiene techniques to minimise risks
	4.4 Dispose of waste products safely
	4.5 Provide follow-up instructions to individuals on completion of treatment
5. Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment
	5.2 Record treatments carried out
	5.3 Explain how to record any adverse reactions or responses to treatments or dressings
	5.4 Report on foot care treatments, conditions and reactions in agreed ways

Range
<p><b>1. Understand the signs and causes of foot and toenail abnormalities</b></p> <p><b>1.1 Common medical conditions</b> could include:</p> <ul style="list-style-type: none"> <li>• athlete's foot</li> <li>• bunions</li> <li>• diabetic neuropathy</li> <li>• ingrown toenails</li> <li>• plantar fasciitis</li> <li>• blisters</li> <li>• corns</li> <li>• heel spur</li> <li>• toenail fungus</li> <li>• toenail trauma</li> <li>• clubbed nails</li> </ul>
<p><b>2. Be able to provide support for assessed foot care needs</b></p> <p><b>2.1 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p><b>2.2 Preferences</b> could include:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> <li>• aspirations</li> <li>• wishes</li> </ul> <p><b>2.3 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul> <p><b>2.6 Active participation:</b></p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Delivery and assessment guidance
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3, LO4 and LO5 must be assessed in a real work environment (RWE).</p>



**Delivery and assessment guidance**

Relationship to National Occupational Standards (NOS):

- SFHCHS150

**AHP 22 Examine the feet of individuals with diabetes (D/650/5174)**

Unit summary				
This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop the knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>26 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand best practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare
	1.2 Describe local referral pathways for foot health
	1.3 Explain how to inform the individual/carer about the relationship between diabetes and foot health
	1.4 Explain how to work in partnership with individuals/carers
2. Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes
	2.2 Describe the signs and symptoms of diabetes
	2.3 Identify the risks of diabetes to foot health
	2.4 Explain the importance of footwear to foot health
	2.5 Explain how to look after footwear and check for wear
	2.6 Explain the impact of nutrition, health and physical exercise on an <b>individual</b> with diabetes
3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1 Explain how to gather information from the individual prior to conducting a foot examination
	3.2 Confirm the individual's identity
	3.3 Gain <b>valid consent</b> prior to beginning the examination
	3.4 Explain how consent would be gained from individuals who do not have the capacity to consent
	3.5 Gather information about the individual's general health, including any relevant symptoms
	3.6 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes
4. Be able to conduct an examination on the feet of an individual with diabetes	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection control
	4.3 Explain the foot examination process to the individual
	4.4 Select the appropriate equipment used to examine foot health
	4.5 Use tools to assess for peripheral sensory neuropathy
	4.6 Palpate pedal pulses to assess for peripheral vascular disease
	4.7 Check individual's feet are free from gross deformities, trauma, current infection and ulcerations
	4.8 Examine the individual's footwear to assess suitability and risk status

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to advise individuals with diabetes about foot health	5.1 Assess factors that may limit an individual's ability to self-care
	5.2 Advise the individual/carer about how diabetes can affect foot health
6. Be able to report the outcome of foot examinations	6.1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified
	6.2 Pass on information about an individual's care requirements to <b>others</b> in line with local policy and protocol

<b>Range</b>
<b>2.</b> Understand the factors affecting foot health in individuals with diabetes
<b>2.6 Individual:</b>  Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
<b>3.</b> Be able to prepare to conduct an examination on the feet of individuals who have diabetes
<b>3.3 Valid consent:</b>  Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
<b>6.</b> Be able to report the outcome of foot examinations
<b>6.2 Others</b> could include: <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul>

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.  LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> <li>• SFHHAS3.2</li> </ul>

**AHP 23 Provide advice on foot care for individuals with diabetes (F/650/5175)**

Unit summary				
This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop the knowledge, understanding and skills required to provide advice to individuals with diabetes and their carers to help them care for their feet.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>4 credits</b>	<b>31 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand good practice in diabetic foot care	1.1 Explain national and local guidelines on diabetes healthcare 1.2 Explain local referral pathways for foot health
2. Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Explain the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for <b>individuals</b> with diabetes 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes 2.6 Explain the <b>treatment options</b> for specific foot disorders often experienced by individuals with diabetes
3. Be able to discuss foot examination results with individuals/carers	3.1 Gain <b>valid consent</b> from individual and carer to be present if appropriate 3.2 Explain how consent would be gained from individuals who do not have the capacity to consent 3.3 Use individual's preferred method of communication 3.4 Maintain individual's privacy throughout the examination 3.5 Discuss the results of the foot examination with the individual/carer 3.6 Discuss and agree arrangements for review with the individual/carer or the need for referral for further tests
4. Be able to advise individuals/carers on the management of foot health	4.1 Discuss with the individual/carer the best options for managing foot health 4.2 Provide written information on foot health to support the individual/carer
5. Be able to complete records	5.1 Update records in line with local policy and protocol 5.2 Record any actions to be taken by the individual/carer and <b>others</b>

Range
<b>2.</b> Understand the factors affecting foot health in individuals with diabetes
<b>2.4 Individual:</b>
Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

<b>Range</b>
<p><b>2.6 Treatment options:</b></p> <p>These could include orthotic intervention.</p>
<p><b>3. Be able to discuss foot examination results with individuals/carers</b></p>
<p><b>3.1 Valid consent:</b></p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> <li>• the individual must have the mental capacity to make the decision</li> <li>• the individual must have sufficient unbiased information to make an informed choice</li> <li>• the individual must not be pressured into making a decision and must give consent freely</li> </ul>
<p><b>5. Be able to complete records</b></p>
<p><b>5.2 Others</b> could include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul>

<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> <li>• SFHDiab HA4</li> </ul>

### AHP 24 Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs (H/650/5176)

Unit summary				
This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements inform work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>6 credits</b>	<b>37 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology and associated systems or products to meet individuals' needs	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology and associated systems or products
	1.2 Outline own role, responsibilities and accountability when adapting and fitting <b>prescribed items</b>
	1.3 Outline the procedures and systems used within own workplace for authorising prescribed items
	1.4 Explain the importance of handover procedures for prescribed items
2. Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs	2.1 Outline the aspects of anatomy and physiology that impact on adapting and fitting prescribed items within own role
3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology and associated systems or products	3.1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its: <ul style="list-style-type: none"> <li>• integrity</li> <li>• safety</li> <li>• fitness for purpose</li> </ul>
	3.2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met
	3.3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the <b>individual</b>
	3.4 Identify the parameters used when assessing the fit of prescribed items encountered in own role
	3.5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items
4. Be able to adapt prescribed items to meet individuals' needs	4.1 Liaise with <b>those involved</b> in the adaptation and check authorisation for the work
	4.2 Check that the prescribed item conforms to required <b>standards</b>
	4.3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
	4.4 Confirm the prescribed item is in safe working order within expected performance parameters
	4.5 Explain the action to take if any faults are identified outside of expected performance parameters
	4.6 Inform those involved and the individual that the prescribed item is ready for fitting
	4.7 Record details of the adjustments in line with national/local policy
5. Be able to fit prescribed items to meet the needs of individuals	5.1 Confirm the individual's identity and gain <b>valid consent</b> before fitting the prescribed item
	5.2 Explain the purpose of the prescribed item to the individual and instruct in its use
	5.3 Maintain compliance with health and safety guidance at all times
	5.4 Apply standard precautions for infection control
	5.5 Fit the prescribed item and activate, if necessary
	5.6 Check the safety and performance measurements of the prescribed item
	5.7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements
	5.8 Give the prescribed item to the individual with documentation, instructions on maintenance and how to report malfunction
	5.9 Record details of the fitting and instruction process in line with national/local policy

Range
1. Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology and associated systems or products to meet individuals' needs
<p><b>1.2 Prescribed items:</b></p> <p>Defined as healthcare equipment, medical devices, assistive technology and associated systems or products to meet individuals' needs.</p>
3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology and associated systems or products
<p><b>3.3 Individual:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p>
4. Be able to adapt prescribed items to meet individuals' needs
<p><b>4.1 Those involved</b> could include:</p> <ul style="list-style-type: none"> <li>• key stakeholders</li> <li>• families</li> <li>• interdisciplinary team or agencies</li> </ul>

**Range**

**4.2 Standards** could include:

- quality
- manufacturer's guidelines
- prescription
- effective operational standards

**5.** Be able to fit prescribed items to meet the needs of individuals

**5.1 Valid consent:**

Must be in line with agreed UK country definition and could include:

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

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS206
- SFHCHS223



**AHP 25 Give presentations to groups (J/650/5177)**

Unit summary				
This unit develops the learner's ability to give presentations. It requires an understanding of the principles of presentations and how these can be adapted to suit the needs of the audience.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>26 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies, protocols and good practice related to group presentations	1.1 Summarise policies, protocols and good practice guidelines that inform own practice in giving presentations
2. Understand factors that contribute to effective group presentations	2.1 Explain how to devise aims and objectives for a presentation
	2.2 Explain how to choose from a <b>range</b> of presentation techniques to meet the needs of the audience
	2.3 Appraise emerging developments in technology and the relevance of technology to presentation techniques and materials
3. Be able to plan a presentation to facilitate learning	3.1 Explain how to structure presentations to maximise understanding
	3.2 Explain how to anticipate <b>barriers</b> to understanding and how they can be overcome
	3.3 Plan presentation delivery, taking account of the audience's needs and context of delivery
	3.4 Choose and prepare materials and resources
	3.5 Adapt presentation content to suit the needs of the audience
4. Be able to present information to a group	4.1 Use <b>materials and resources</b> to support understanding
	4.2 Present clear information in a manner and pace in line with the group's needs
	4.3 Encourage the group to ask questions
	4.4 Reiterate key points at suitable intervals
	4.5 Monitor the group's understanding and adapt own presentation style in line with audience responses
	4.6 Summarise information to conclude the presentation
	4.7 Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery

Range
2. Understand factors that contribute to effective group presentations
2.2 <b>Range</b> could include:
<ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• use of IT</li> </ul>

<b>Range</b>
<b>3. Be able to plan a presentation to facilitate learning</b>
<b>3.2 Barriers</b> could include: <ul style="list-style-type: none"><li>• internal and external barriers</li><li>• learning difficulties</li><li>• sensory issues of learners</li><li>• fear of failure</li><li>• previous experience of learning</li><li>• lack of goals/reasons</li></ul>
<b>4. Be able to present information to a group</b>
<b>4.1 Materials and resources:</b>  Can be paper based and/or electronic equipment.

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with Skills for Health Assessment Principles.  LO4 must be assessed in a real work environment (RWE).  Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"><li>• SFHGEN18</li></ul>

**AHP 26 Assist others to plan presentations (K/650/5178)**

Unit summary				
This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information, materials and resources.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand techniques and resources involved in planning presentations	1.1 Summarise policies, protocols and good practice guidelines that inform own practice in assisting others to plan presentations
	1.2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery
	1.3 Identify the range of materials and equipment that can be used in presentations
	1.4 Assess the appropriateness of using visual aids and technology within a presentation
2. Be able to assist others to plan presentations	2.1 Describe the process of planning a presentation
	2.2 Describe what is required to deliver a presentation
	2.3 Explain how to modify the plan to take account of changes to requirements
	2.4 Help <b>others</b> to identify the aims and objectives of the presentation
	2.5 Identify sources of information that could inform presentations in the presenter's area of expertise
	2.6 Work with others to identify <b>background information</b> needed in the presentation
	2.7 Work with others to gather resources for the presentations
	2.8 Assist others to prepare and organise equipment, materials and the venue
	2.9 Explain the importance of seeking advice and assistance on issues beyond own competence

Range
<b>2.</b> Be able to assist others to plan presentations
<b>2.4 Others</b> could include:
<ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> <li>• outside services and organisations</li> <li>• those with power of attorney</li> <li>• line manager</li> <li>• other professionals</li> </ul>

**Range**

- others who are important to the individual's wellbeing

**2.6 Background information** could include:

- number of delegates and their roles
- date and length of presentation
- venue

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN19

### AHP 31 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	5 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to <b>individuals</b> of engaging in <b>learning or development</b> activities
	1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate
	1.3 Explain how individual needs and <b>preferences</b> may influence how learning and development activities are accessed or delivered
2. Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
	2.2 Provide the individual and <b>others</b> with information on possible learning or development activities
	2.3 Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual
3. Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
	3.2 Establish with the individual and others a plan for implementing the programme of activities
	3.3 Assess risks in line with <b>agreed ways of working</b>
4. Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
	4.3 Support the individual to prepare for an activity in order 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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
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

<b>Range</b>
<b>1. Understand the role of learning and development activities in meeting individual needs</b>
<p><b>1.1 Individuals:</b></p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or adults.</p> <p><b>1.1 Learning or development</b> could include:</p> <ul style="list-style-type: none"> <li>• intellectual pursuits</li> <li>• activities to promote fitness or mobility</li> <li>• activities relating to skills development</li> <li>• activities to promote participation and interaction</li> </ul> <p><b>1.3 Preferences</b> could include:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture</li> <li>• wishes</li> <li>• aspirations</li> </ul>
<b>2. Be able to identify learning and development activities to meet individual needs and preferences</b>
<p><b>2.2 Others</b> could include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates</li> </ul>
<b>3. Be able to plan learning and development activities with individuals</b>
<p><b>3.3 Agreed ways of working:</b></p> <p>This will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p>

**Range**

**5.** Be able to facilitate learning and development activities with individuals

**5.2 Active participation:**

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

**Delivery and assessment guidance**

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0351

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Version 1.0 April 2023

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**Appendix A: optional units**

The units within this qualification cross over into the various occupational subject areas available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

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

**Allied Health Profession Therapy Support optional units**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 1	R/650/5161	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38	
 AHP 2	T/650/5162	Principles of health promotion	2	2	13	
AHP 3	Y/650/5163	Deliver training through demonstration and instruction	3	3	21	
AHP 4	A/650/5164	Monitor individuals' progress in relation to managing their body weight and nutrition	3	3	26	
AHP 5	D/650/5165	Implement hydrotherapy programmes for individuals and groups	3	5	35	
AHP 6	F/650/5166	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32	
AHP 7	H/650/5167	Assist in testing individuals' abilities prior to planning physical activities	3	5	38	
AHP 8	J/650/5168	Support individuals in undertaking their chosen activities	3	4	24	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 9	K/650/5169	Support individuals with cognition or learning difficulties	3	5	34	
AHP 10	R/650/5170	Provide support for individuals with communication and interaction difficulties	3	4	39	
AHP 11	T/650/5171	Support individuals with speech and language disorders to develop their communication skills	3	5	32	
AHP 12	A/615/7183	Collaborate in the assessment of environmental and social support in the community	3	4	23	
HSC AS 19	H/616/6346	Support individuals to retain, regain and develop skills for everyday life	3	4	28	
AHP 16	F/615/7170	Provide support to individuals to continue recommended therapies	3	3	20	
AHP 13	Y/650/5172	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	4	29	
AHP 15	A/650/5173	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28	
AHP 20	T/615/7215	Provide support for mobility	2	2	14	
AHP 21A	F/650/6507	Provide agreed support for foot care	2	3	23	
AHP 22	D/650/5174	Examine the feet of individuals with diabetes	3	4	26	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 23	F/650/5175	Provide advice on foot care for individuals with diabetes	4	4	31	
AHP 24	H/650/5176	Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs	3	6	37	
AHP 25	J/650/5177	Give presentations to groups	3	3	26	
AHP 26	K/650/5178	Assist others to plan presentations	2	2	16	
AHP 31	M/615/7259	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	

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