NCFE CACHE Level 3 Award in Supporting Individuals with Learning Disabilities
QN: 600/4037/3

Qualification Specification

Qualification summary

Qualification title	**NCFE CACHE Level 3 Award in Supporting Individuals with Learning Disabilities**
Ofqual qualification number (QN)	600/4037/3
Guided learning hours (GLH)	Minimum: 83 Maximum: 122
Total qualification time (TQT)	120
Credit value	12
Minimum age	16
Qualification purpose	This qualification is designed to provide learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence. **Note**: assessment tasks are provided for tutors' convenience. They are not mandatory.
Work/industry placement experience	It is recommended that learners are working, volunteering or on a practical placement to be able to show competence in both knowledge and skills.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/4037/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Section 1: introduction

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

Aims and objectives

This qualification aims to:

- focus on the study of supporting individuals with learning disabilities
- provide opportunities for continuing professional development (CPD)
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop knowledge and skills around supporting individuals with learning disabilities
- develop knowledge and skills for learners who support individuals with learning disabilities as part of their job role

Support Handbook

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

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

Guidance for entry and registration

This qualification is designed for learners aged 16 and above who are wanting to actively support individuals with learning disabilities and includes essential knowledge and skills.

It may also be useful to learners studying qualifications in the following sectors/areas:

- healthcare
- social care

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **4 credits from the** mandatory units and at least a further **8 credits from the** optional units (**12 credits** in total). A minimum of 7 credits must be achieved at level 3 or above.

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

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

Progression

Learners who achieve this qualification could progress to the following:

- employment
- further education

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

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

Work/industry placement experience

The learner must be working, volunteering or on practical placement in an appropriate setting to be able to meet the assessment requirements of this qualification.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

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

Internal assessment

We have created some sample tasks for the internally assessed unit, which can be found at the end of the unit. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LOs for the mandatory unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

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

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

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

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

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

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

LD 201 Understand the context of supporting individuals with learning disabilities (K/601/5315)

Unit summary				
This unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2 Explain how this legislation and policies influence the day-to-day experiences of **individuals** with learning disabilities and their families
2. Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Give examples of **causes** of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
	2.5 Describe the possible impact on a family of having a member with a learning disability
3. Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time
	3.2 Describe how past ways of working may affect present services
	3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: • where people live • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term social inclusion
	4.2 Explain the meaning of the term advocacy
	4.3 Describe different types of advocacy
	4.4 Describe **ways to build empowerment** and **active participation** into everyday support with individuals with learning disabilities

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain how attitudes are changing in relation to individuals with learning disabilities
	5.2 Give examples of positive and negative aspects of being labelled as having a learning disability
	5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
	5.4 Explain the roles of **external agencies** and **others** in changing attitudes, policy and practice
6. Know how to promote communication with individuals with learning disabilities	6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: • verbal communication • non-verbal communication
	6.2 Explain why it is important to use language that is both 'age-appropriate' and 'ability-appropriate' when communicating with individuals with learning disabilities
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Range
1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities
1.2 Individual: Someone requiring care or support.
2. Understand the nature and characteristics of learning disability
2.2 Causes: Examples should include before birth, during birth and after birth.
4. Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families
4.4 Ways to build empowerment should include person-centred thinking. **4.4 Active participation:** A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers
5.4 External agencies could include: • advocacy services • parent/carer support groups • campaign groups **5.4 Others** could include: • the individual

Range
• colleagues • families or carers • friends • other professionals • members of the public • advocates

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. **Assessment task – LD 201 Understand the context of supporting individuals with learning disabilities** In your work role, when working with individuals who have learning disabilities you will need to understand the context and issues linked with learning disability support. Prepare a folder in six sections, using the following titles: **Section 1:** Legislation and policies that support the human rights and inclusion of individuals with learning disabilities. **Section 2:** The nature and characteristics of learning disabilities. **Section 3:** The historical context of learning disabilities. **Section 4:** The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities. **Section 5:** How views and attitudes impact on the lives of individuals with learning disabilities and their family. **Section 6:** How to promote communication with individuals with learning disabilities. **Section information-** **Section 1:** Legislation and policies that support the human rights and inclusion of individuals with learning disabilities. **Task 1** links to LO1, ACs 1.1 and 1.2: • identify current legislation and policies used by the care sector that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities • explain how this legislation influences the day-to-day experiences of individuals with learning disabilities and their families • explain how policies influence the day-to-day experiences of individuals with learning disabilities and their families **Section 2:** The nature and characteristics of learning disabilities. **Task 2** links to LO2, ACs 2.1, 2.2, 2.3, 2.4 and 2.5: • explain what is meant by 'learning disability' and give examples of causes of learning disabilities including before birth, during birth and after birth • describe the medical and social models of disability

Delivery and assessment guidance

- state the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
- describe the possible impact on a family of having a member with a learning disability

Section 3: The historical context of learning disabilities.

Task 3 links to LO3, ACs 3.1, 3.2 and 3.3:

- explain the types of services that have been provided for individuals with learning disabilities over time
- describe how past ways of working may affect present services
- identify some of the key changes in the following areas of the lives of individuals who have learning disabilities:
  - o where people live
  - o daytime activities
  - o employment
  - o sexual relationships and parenthood
  - o the provision of health care

Section 4: The basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families.

Task 4 links to LO4, ACs 4.1, 4.2, 4.3 and 4.4:

- explain the meaning of the term 'social inclusion'
- explain the meaning of the term 'advocacy'
- describe different types of advocacy
- describe ways to build empowerment in everyday support for individuals with learning disabilities
- explain how to build active participation into everyday support for individuals with learning disabilities

Section 5: How views and attitudes impact on the lives of individuals with learning disabilities and their family carers.

Task 5 links to LO5, ACs 5.1, 5.2, 5.3 and 5.4:

- explain how attitudes are changing in relation to individuals with learning disabilities
- give examples of positive and negative aspects of being labelled as having a learning disability
- describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
- explain the roles of external agencies and others in changing attitudes, policy and practice

Section 6: How to promote communication with individuals with learning disabilities.

Task 6 links to LO6, ACs 6.1, 6.2 and 6.3:

- identify ways of adapting each of the following when communicating with individuals who have learning disabilities:
  - o verbal communication

Delivery and assessment guidance
o   non-verbal communication • explain why it is important to use language that is both 'age-appropriate' and 'ability-appropriate' when communicating with individuals with learning disabilities • describe ways of checking if an individual has understood a communication, and how to address any misunderstandings

SHC 31 Promote communication in health, social care or children's and young people's settings (J/601/1434)

Unit summary
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Assessment
This unit is internally assessed.

Optional	Achieved/not yet achieved	Level 3	3 credits	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Demonstrate a range of **communication methods** and styles to meet individual needs
	2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Demonstrate ways to overcome barriers to communication
	3.4 Demonstrate strategies that can be used to clarify misunderstandings
	3.5 Explain how to access extra support or **services** to enable individuals to communicate effectively
4. Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality
	4.2 Demonstrate ways to maintain confidentiality in day-to-day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Range
2. Be able to meet the communication and language needs, wishes and preferences of individuals
2.3 Communication methods: Examples include: Non-verbal communication:

Range
• eye contact • touch • physical gestures • body language • behaviour Verbal communication: • vocabulary • linguistic tone • pitch
3. Be able to overcome barriers to communication
3.5 Services: Examples may include: • translation services • interpreting services • speech and language services • advocacy services

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development and Development/Skills for Health assessment principles. Relationship to National Occupational Standards (NOS): • CCLD 301 • GCU 1 • GEN 22 • HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.

LD Op 206 Principles of supporting an individual to maintain personal hygiene (H/601/5703)

Unit summary				
This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important
	1.2 Describe the effects of poor personal hygiene on health and wellbeing
2. Know how to encourage an individual to maintain personal hygiene	2.1 Explain how to address personal hygiene issues with an **individual** in a sensitive manner without imposing own values
	2.2 Describe how to make an individual aware of the effects of poor hygiene on others
	2.3 Describe how to support an individual to develop and improve personal hygiene routines
3. Know how to support an individual to maintain personal hygiene	3.1 Identify **factors** that contribute to good personal hygiene
	3.2 Explain how to support the **preferences and needs** of the individual while maintaining their independence
	3.3 Describe how to **maintain dignity** of an individual when supporting intimate personal hygiene
	3.4 Describe **risks** to own health in supporting personal hygiene routines
	3.5 Describe how to reduce risks to own health
	3.6 Identify **others** that may be involved in supporting an individual to maintain personal hygiene
4. Understand when poor hygiene may be an indicator of other underlying personal issues	4.1 Identify **underlying personal issues** that may be a cause of poor personal hygiene
	4.2 Describe how underlying personal issues might be addressed

Range
2.   Know how to encourage an individual to maintain personal hygiene
2.1 Individual: Someone requiring care or support.
3.   Know how to support an individual to maintain personal hygiene
3.1 Factors: Examples could include:

Range
• washing
• showering
• washing hair
• cleaning clothes
• keeping nails clean
• washing hands after using the toilet
3.2 Preferences and needs:
Examples could include any particular requirements around personal hygiene determined by an individual's:
• culture
• faith
• belief
• religion
3.3 Maintain dignity:
Examples could include:
• privacy
• having trust on both sides
• being professional
• awareness of abuse
• averting eye contact to avoid embarrassment
• being gentle
• being able to empathise
3.4 Risks:
Risks from infection and the reduction of risks through infection control techniques.
3.6 Others:
Examples may include:
• the individual
• colleagues
• families or carers
• friends
• other professionals
• members of the public
• advocates
4. Understand when poor hygiene may be an indicator of other underlying personal issues
4.1 Underlying personal issues:
Examples may include but are not limited to:

Range
- financial issues   - abuse   - health issues

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Relationship to National Occupational Standards (NOS):   - HSC 27   - HSC 29   - HSC 218   - HSC 219   - HSC 220

LD 206 C Support individuals to maintain personal hygiene (K/601/9963)

Unit summary
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Assessment
This unit is internally assessed.

Optional	Achieved/not yet achieved	Level 2	2 credits	17 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important
	1.2 Describe the effects of poor personal hygiene on health and wellbeing
2. Be able to support individuals to maintain personal hygiene	2.1 Support an individual to understand **factors** that contribute to good personal hygiene
	2.2 Address personal hygiene issues with the individual in a sensitive manner without imposing own values
	2.3 Support the individual to develop awareness of the effects of poor hygiene on others
	2.4 Support the **preferences and needs** of the individual while maintaining their independence
	2.5 Describe how to **maintain dignity** of an individual when supporting intimate personal hygiene
	2.6 Identify **risks** to own health in supporting an individual with personal hygiene routines
	2.7 Reduce risks to own health when supporting the individual with personal hygiene routines
	2.8 Identify **others** who may be involved in supporting the individual to maintain personal hygiene
3. Understand when poor hygiene may be an indicator of other underlying personal issues	3.1 Identify **underlying personal issues** that may be a cause of poor personal hygiene
	3.2 Describe how underlying personal issues might be addressed

Range
2. Be able to support individuals to maintain personal hygiene
2.1 Factors: Examples may include but are not limited to: • washing • showering/bathing • washing hair • cleaning clothes

Range
• keeping nails clean • washing hands after using the toilet **2.4 Preferences and needs:** Examples will include any particular requirements around personal hygiene determined by an individual's: • culture • faith • belief • religion **2.5 Maintaining dignity:** Examples could include: • privacy • having trust on both sides • being professional • awareness of abuse • averting eye contact to avoid embarrassment • being gentle • being able to empathise **2.6 Risks:** Risks from infection and the reduction of risks through infection control techniques. **2.8 Others:** Examples could include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates
3. Understand when poor hygiene may be an indicator of other underlying personal issues
3.1 Underlying personal issues: Examples could include: • financial issues • abuse

Range
• health issues

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 2 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 27 • HSC 29 • HSC 218 • HSC 219 • HSC 220

LD 302 Support person-centred thinking and planning (A/601/7215)

Unit summary				
This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	5 credits	41 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
	1.2 Explain the benefits of using person-centred thinking with **individuals**
	1.3 Explain the beliefs and values on which person-centred thinking and planning is based
	1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
	1.5 Explain how **person-centred thinking tools** can form the basis of a person-centred plan
	1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful
	1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used
	1.8 Explain the different ways that one-page profiles are used
2. Understand the context within which person-centred thinking and planning takes place	2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning
	2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services
	2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning
	2.4 Explain what a **person-centred team** is
	2.5 Explain how person-centred thinking can be used within a team
	2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
	2.7 Describe the role of the manager in implementing person-centred thinking and planning
	2.8 Explain how this relates to the role of a facilitator
3. Understand own role in person-centred planning	3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role: • with individuals • as a team member • as part of an organisation

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.2 Explain the different person-centred thinking skills required to support individuals
	3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
	3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome
4. Be able to apply person-centred planning in relation to own life	4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
	4.2 Describe what other person-centred thinking tools would be useful in own life
	4.3 Evaluate which person-centred thinking tools could be used to think more about own **community** connections
	4.4 Evaluate which person-centred thinking tools, or person-centred planning styles, could be used to think more about own future aspirations
5. Be able to implement person-centred thinking, planning and reviews	5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
	5.2 Show that the plan and process are owned by the individual
	5.3 Demonstrate how person-centred thinking tools can be used to develop a **person-centred plan**
	5.4 Use information from a person-centred review to start a person-centred plan
	5.5 Use person-centred thinking to enable individuals to choose those who support them
	5.6 Support the individual and **others** involved to understand their responsibilities in achieving actions agreed
	5.7 Demonstrate a successful person-centred review

Range
1. Understand the principles and practice of person-centred thinking, planning and reviews
1.2 Individuals: Someone requiring care or support.   **1.5 Person-centred thinking tools:**   Examples could include: • important to/for (recorded as a one-page profile)   • working/not working   • the doughnut   • matching staff   • relationship circle   • communication charts   • 4 plus 1 questions   • citizenship tool

Range
• decision-making agreement • presence to contribution • dreaming

2. Understand the context within which person-centred thinking and planning takes place
2.4 Person-centred teams: A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question is answered using a range of person-centred thinking tools. Information about purpose, action, reflection and what is important to the team, is recorded and updated in a person-centred team plan.

4. Be able to apply person-centred planning in relation to own life
4.3 Community connecting related tools: • who am I? my gifts and capacities, my places • hopes and fears • mapping our network • passion audit • capacity mapping

5. Be able to implement person-centred thinking, planning and reviews
5.3 Person-centred plan: This may include an Essential Lifestyle Plan. **5.6 Others:** Examples may include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcome 5 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 36

LD Op 303 Promote active support (D/601/7353)

Unit summary				
The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	5 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how active support translates values into **person-centred** practical action with an individual	1.1 Compare the characteristics associated with **active support** and the **hotel model** in relation to an **individual**'s support
	1.2 Identify practical changes that could be made within a service setting to: • promote an individual's independence • support informed choices • improve quality of life
2. Be able to interact positively with individuals to promote participation	2.1 Assess the **levels of help** an individual would need to participate in a range of new activities
	2.2 Use **task analysis** to break a range of new activities into manageable steps for an individual
	2.3 Evaluate different ways of **positively reinforcing** an individual's participation in a range of new activities
	2.4 Demonstrate **positive interaction** with an individual to promote successful participation in a range of new activities
3. Be able to develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and **others** to ensure a **valued range of activities** for an individual are available throughout the day, avoiding lengthy periods of **disengagement**
	3.2 Support the implementation of daily plans that promote an individual's participation in a range of activities
	3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation
4. Be able to use person-centred records to evaluate an individual's participation in activities	4.1 Develop a person-centred record to monitor an individual's participation in activities
	4.2 Review an individual's participation in activities to assess changes over time
	4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a **valued lifestyle**
	4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

Range	
1. Understand how active support translates values into **person-centred** practical action with an individual	

Range
1   Person-centred: Reflects what is important to individuals and helps them to live the life they choose. **1.1 Active Support:** A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life. **1.1 Hotel model:** Refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all of the domestic tasks and do not provide opportunities for individuals to participate in constructive activities. **1.1 Individual:** Someone requiring care or support.
2.   Be able to interact positively with individuals to promote participation
2.1 Levels of help: Refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level of support. Assistance should be given flexibly according to the individual's need for help and should be focused on encouraging as much independence as possible. **2.2 Task analysis:** Refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support. **2.3 Positively reinforcing:** Refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (for example, drinking a cup of tea the individual has just made) or other things that the individual particularly likes (for example, praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity. **2.4 Positive interaction:** Refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity
3.   Be able to develop and implement person-centred daily plans to promote participation
3.1 Others: **Examples** may include: • the individual • colleagues

Range
• families or carers • friends • other professionals • members of the public • advocates **3.1 Valued range of activities:** Refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities. **3.1 Disengagement:** Means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.
4.   Be able to use person-centred records to evaluate an individual's participation in activities
4.3 Valued lifestyle: Refers to the balance of activities that contribute to a good quality of life for individuals, incorporating vocational, domestic, personal, leisure, educational and social activities.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 2,3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 328 • HSC 329 • HSC 339 • HSC 344

LD Op 305 Understand positive risk-taking for individuals with disabilities (J/601/6293)

Unit summary				
This unit promotes a positive, person-centred approach to risk-taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand that individuals with disabilities have the same right as everyone else to take risks	1.1 Explain ways in which risk is an integral part of everyday life
	1.2 Explain why, traditionally, people with disabilities have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive person-centred approach to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
	2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for the **individual** of a service-focused approach to risk assessment
3. Understand the legal and policy framework underpinning an individual with disabilities' right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
4. Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1 Analyse why individuals with disabilities may be at risk of different forms of **abuse**, exploitation and harm in different areas of their lives
	4.2 Explain how to support individuals to recognise and manage potential risk in **different areas of their lives**
	4.3 Explain the importance of balancing the choices of the individual with their own and **others**' health and safety
	4.4 Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
	4.5 Explain the importance of recording all discussions and decisions made

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand the importance of a partnership approach to risk-taking	5.1 Explain the importance of a person-centred partnership approach
	5.2 Describe ways of handling conflict when discussing and making decisions about risk

Range
2. Understand the importance of a positive, person-centred approach to risk assessment
2.4 Individual: Someone requiring care or support.
4. Understand the importance of considering with an individual with disabilities the risks associated with the choices they make
4.1 Abuse: Examples may include the following types: • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others **4.2 Different areas of their lives:** Examples may include: • public places • activities online • social activities at home and in other private spaces • disclosing personal and financial information **4.3 Others:** Examples may include: • the individual • colleagues • families or carers • friends • other professionals • members of the public • advocates

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 3117

LD Op 307 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (A/601/6274)

Unit summary				
The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the development of human sexuality	1.1 Define the terms: sexuality, sexual health, sexual orientation, and sexual expression
	1.2 Explain main sexual development milestones throughout an individual's lifespan
2. Understand how the sexual development of individuals with a learning disability can differ	2.1 Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an **individual** with a learning disability
	2.2 Describe how sociocultural factors and religious beliefs can influence an individual's sexual development
	2.3 Explain how **mental capacity** can influence sexual development, sexual experiences, sexual expression and sexual health
3. Understand the issues of sexual health and how these can be supported	3.1 Explain the **key features of sexual health** and wellbeing and how this relates to an individual's overall health and wellbeing
	3.2 Identify sexual health issues that differently affect men and women
	3.3 Explain how sexual health issues can be supported within **plans for health care**
	3.4 Identify local services that exist to support sexual health for individuals
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1 Explain key parts of **relevant legislation** relating to sexuality and sexual health for individuals and how this influences practice
5. Know how to support the sexual expression of an individual with a learning disability	5.1 Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities
	5.2 Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality
	5.3 Describe different ways an individual can express themselves sexually and how individual preferences can be supported
	5.4 Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences

Range
2. Understand how the sexual development of individuals with a learning disability can differ
2.1 Individual: Someone requiring care or support.
2.3 Mental capacity: The principles of human rights underpin this unit. When referring to mental capacity, it should be remembered that the Mental Capacity Act (2007) states that every individual must be assume to have the ability to make their own decisions unless it is proven otherwise
3. Understand the issues of sexual health and how these can be supported
3.1 Key features of sexual health: Examples may include but are not limited to: • contraception • hygiene • sexually transmitted infections
3.3 Plans for health care: In England this refers to/should include Health Action Plans.
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities
4.1 Relevant legislation: Any legislation related to supporting individuals with learning disabilities with sexuality and sexual health.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Relationship to National Occupational Standards (NOS): • HSC 311 • HSC 331 • HSC 332 • HSC 356

LD 308 Support individuals with a learning disability to access healthcare (J/601/8657)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Describe what is meant by a rights-based approach to accessing healthcare
	1.2 Outline the main points of legislation that exist to support a rights-based approach
	1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
	1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
	1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of **healthcare services** that an individual with learning disabilities may need to access
	2.2 Explain how an individual can access each type of healthcare service
3. Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1 Describe the role and responsibility of professionals working in different types of healthcare services
4. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	4.1 Explain how **plans for healthcare** can be used to support the healthcare needs of an individual with learning disabilities
	4.2 Explain the range of health checks available to individuals to support good health and wellbeing
	4.3 Explain the importance of routine healthcare checks

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to complete and review plans for healthcare	5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
	5.2 Complete plans for healthcare with an individual or **significant others** if appropriate
	5.3 Review plans for healthcare with an individual or significant others if appropriate
6. Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
	6.2 Explain ways to overcome barriers to accessing healthcare services
	6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1 Use a **person-centred** approach to support an individual to access healthcare services
	7.2 Provide accessible information related to healthcare to individuals
	7.3 Work with **others** when supporting an individual to access healthcare services
	7.4 Support individuals in a range of **practical health care situations**
	7.5 Support the individual to make safe choices with regard to **treatments and medication**
	7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand
	7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

Range
2. Understand the function of different healthcare services that an individual with learning disabilities may need to access
2.1 Healthcare services: Examples may include: • primary healthcare services • acute healthcare services • specialist healthcare services • community healthcare services
4. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities
4.1 Plans for healthcare: In England this refers to/should include Health Action Plans.
5. Be able to complete and review plans for healthcare
5.2 Significant others: Examples may include: • the individual

Range
• colleagues • families or carers • friends • other professionals • members of the public • advocates
7. Be able to support an individual with learning disabilities when accessing a variety of healthcare services

7.1 Person-centred:

This reflects what is important to individuals and helps them to live the life they choose.

7.3 Others:

Examples may include:

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

7.4 Practical health care situations:

Examples include:

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

7.5 Treatments and medication:

Examples may include:

• complementary therapies
• self-medicating
• over-the-counter medicine

Delivery and assessment guidance
The principles of person-centred care underpin this unit. Learners must recognise that the people they work with have differing needs which, although they may be affected by a specific condition or syndrome, are unique to that individual. This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 5 and 7 must be assessed in a real work environment.

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 313 • HSC 330 • HSC 364

LD 310 Understand how to support individuals with autistic spectrum conditions (T/601/5317)

Unit summary				
The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	3 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	
1. Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
	1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
	1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
	1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	1.5	Describe other conditions that may be associated with the autistic spectrum
	1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of **individuals**, their parents/carers and siblings, and others close to them
	2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
	2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
	2.4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand different theories and concepts about autism	3.1 Explain theories about autism related to: • brain function and genetics • psychology
	3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum
	3.3 Describe the strengths and limitations of different types of terminology
	3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
	3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
	3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 Identify what legislation and national and local policy and guidance exists
	4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to
	4.3 Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5. Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 Give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences
	5.2 Describe methods and systems used to develop and support an individual's communication
	5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
6. Understand how to support individuals with an autistic spectrum condition	6.1 Explain why it is important to establish a person-centred plan catering to an individual's **specific preferences and needs**
	6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support
	6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
	6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
	6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from **harm**
	6.6 Explain how needs change for individuals and their families at different stages of their lives
	6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

Range
2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them
2.1 Individual: Someone requiring care or support.
6. Understand how to support individuals with an autistic spectrum condition
6.1 Specific preferences and needs: Examples may include but are not limited to: • routines • timetables and structures • levels of sensory stimulation • special interests or rituals **6.5 Harm:** Examples may include: • being taken advantage of because of lack of social understanding • violating the law without realising they are doing something harmful • abuse • extreme anxiety

Delivery and assessment guidance
The terminology chosen to describe the autistic spectrum in this unit is autistic spectrum condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context. This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

LD 311C Support young people with a disability to make the transition into adulthood (F/602/0049)

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 required to support young people with a disability to move from childhood into adulthood.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
	1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
	1.3 Explain how culture may impact on the process of moving from childhood into adulthood
	1.4 Explain theories about change and how this can affect a young person with a disability
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their **families**
	2.2 Identify challenges young people with a disability might have in understanding and coping with change
	2.3 Outline the methods that can be used to support a young person with a disability to cope with changes
	2.4 Explain how **legislation and local and national practice guidelines** affect the planning of the transition for a young person with a disability from childhood into adulthood
	2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life
3. Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
	3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
	3.3 Explain how personal budgets can be used with young people in transition

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to support a young person with a disability through transition into adulthood	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
	4.2 Support a young person to explore **options for their future**
	4.3 Use **person-centred thinking** to identify with the young person their needs and aspirations
	4.4 Use person-centred thinking to develop with the young person a plan to support them through transition
	4.5 Involve families in the transition process according to the wishes of the young person
	4.6 Identify ways to provide **resources** to meet needs
	4.7 Explain the role of **key agencies and professionals** likely to be involved in the transition process
	4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood
5. Be able to support a young person to reflect on the transition	5.1 Use **person-centred approaches** with the young person to review their transition plan and ensure it reflects their needs
	5.2 Support a young person to record the transition and what has happened in their life in order to plan for the future

Range
2. Understand how having a disability may affect the process of moving from childhood into adulthood
2.1 Families: Examples may also include others significant to the young person such as: • guardians • carers • friends • partners
2.4 Legislation and local and national practice guidelines: Current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.
4. Be able to support a young person with a disability through transition into adulthood
4.2 Options for their future: Examples may include but are not limited to: • paid or voluntary work • continued education and development • relationships • accommodation and social needs

Range
4.3 Person-centred thinking: A range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes good support for them. **4.6 Resources:** Examples may include: • personal budgets • conventional services • support of family and friends **4.7 Key agencies and professionals:** Examples may include agencies offering support with: • personal budgets • careers advice • housing • advocates • education • benefits • occupational therapists • citizens' advice
5. Be able to support a young person to reflect on the transition
5.1 Person-centred approaches In England this will include person-centred transition plans.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): Skills for Care and Development, 2009: • HSC 310 • HSC 329 • HSC 332 • HSC 344 • LMC B3

LD 311K Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227)

Unit summary				
The unit provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the steps and stages of moving from childhood into adulthood	1.1 Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
	1.2 Explain the changes faced by young people as they move from childhood into adulthood in relation to their: freedoms, rights, and responsibilities
	1.3 Explain how culture may impact on the process of moving from childhood into adulthood
	1.4 Explain theories about change and how this can affect a young person with a disability
2. Understand how having a disability may affect the process of moving from childhood into adulthood	2.1 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their **families**
	2.2 Identify challenges young people with a disability might have understanding and coping with change
	2.3 Outline the methods that can be used to support a young person with a disability to cope with changes
	2.4 Explain how **legislation and local and national practice guidelines** affect the planning of the transition for a young person with a disability from childhood into adulthood
	2.5 Describe the legislation that affects the right of a young person with a disability to make decisions about their life
3. Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1 Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
	3.2 Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
	3.3 Explain how personal budgets can be used with young people in transition
4. Understand how to support a young person with a disability through a successful transition	4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during and after the transition process
	4.2 Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process
	4.3 Explain the difference in approaches to planning between children's and adults' support services
	4.4 Describe how to involve families in the transition process

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.5 Explain the role of **key agencies and professionals** likely to be involved in the transition process
	4.6 Outline possible areas of tension and conflict that may arise during the transition into adulthood
	4.7 Compare different methods of support to use with young people with disabilities who have varying abilities
5. Understand the importance of supporting a young person and their family to reflect on the transition	5.1 Explain why it is important to reflect on the transition with the young person and their family
	5.2 Explain the importance of recording the process of transition

Range

2. Understand how having a disability may affect the process of moving from childhood into adulthood

2.1 Families:

Examples may also include others significant to the young person such as:

- guardians
- carers
- friends
- partners

2.4 Legislation and local and national practice guidelines:

Current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

4. Understand how to support a young person with a disability through a successful transition

4.5 Key agencies and professionals:

Examples may include agencies offering support with:

- personal budgets
- careers advice
- housing
- advocates
- education
- benefits
- occupational therapists
- citizens advice

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Please note, learners wishing to confirm competence should take unit LD 311C Support young people with a disability to make the transition into adulthood (F/602/0049), which includes skills assessment criteria, as opposed to LD 311K Principles of supporting young people with a disability to make the transition into adulthood (M/601/7227), which is a knowledge-only unit. Relationship to National Occupational Standards (NOS): • HSC 310 • HSC 329 • HSC 332 • HSC 344 • HSC 412

LD 312 Support parents with disabilities (K/601/7047)

Unit summary
This unit is aimed at those who work in a wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child.
Assessment
This unit is internally assessed

Optional	Achieved/not yet achieved	Level 3	6 credits	43 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities	1.1 Outline the policy, legislation and guidance relevant to supporting **individuals** with disabilities to have children and bring them up in a safe and nurturing environment
	1.2 Explain the **statutory responsibilities** placed on organisations towards families and children who are in need
2. Understand the support parents with disabilities may need	2.1 Explain the support provided by adults' and children's services to a family receiving support from both
	2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities
	2.3 Explain the benefits of providing support to families at the earliest stage possible
3. Be able to support parents with disabilities	3.1 Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support
	3.2 Develop flexible support strategies to meet families' needs at the different stages of the child's development
	3.3 Implement support strategies to meet families' needs
	3.4 Evaluate support strategies to ensure they continue to meet the needs of the family
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1 Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
	4.2 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
	4.3 Support individuals with disabilities to overcome **barriers** to successful parenting
	4.4 Work in a way that promotes individuals' self-determination and self-confidence in their role as parents
	4.5 Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to develop positive working relationships with parents with disabilities	5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have
	5.2 Use evidence-based approaches in developing positive relationships with parents with disabilities
6. Be able to work in partnership with **other workers**, different services and informal support networks	6.1 Plan how to involve relevant services to support parents with disabilities and/or their children
	6.2 Access relevant services to support parents with disabilities and/or their children
	6.3 Demonstrate ways of helping to create, enhance and work with informal support networks
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1 Explain own role and responsibilities in relation to safeguarding children
	7.2 Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
	7.3 Describe the action to take in response to any concerns regarding safeguarding children
	7.4 Explain the types of support the child may need in their own right
	7.5 Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures

Range
1. Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities
1.1 Individual: Someone requiring care or support. **1.2 Statutory responsibilities:** Refers to those outlined in the Children Act 1989
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children
4.3 Barriers: Refers to external factors and may include: • prejudice and negative stereotypes • social exclusion (for example, poverty, poor housing, hate crime, bullying and harassment, lack of social networks) • access to services and information
6. Be able to work in partnership with **other workers**, different services and informal support networks

Range
6. Other workers: Includes people supporting individuals within the family or the family as a whole. For example: • independent advocates • social workers • teachers • health practitioners

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 333 • HSC 388 • HSC 392

LD OP 314C Support individuals with self-directed support (J/602/0053)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit.				
Assessment				
This unit is internally assessed				
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 self-directed support	1.1 Explain the principles underpinning **self-directed support** and how this differs from traditional support
	1.2 Explain the benefits of an **individual** having self-directed support
	1.3 Explain how **legislation, policy or guidance** underpins self-directed support
	1.4 Explain what the following terms mean: • indicative allocation • supported self-assessment • support plan • outcome-focused review
	1.5 Outline the possible barriers to self-directed support
2. Understand how to support individuals to direct their own support and develop their support plan	2.1 Explain how to use **person-centred thinking** to enable individuals to think about what is important to them, and how they want to be supported
	2.2 Explain how individuals can direct their own support if they do not have a personal budget
	2.3 Explain how person-centred planning can be used to inform a support plan
	2.4 Explain the roles of **others** who can assist individuals in developing their support plan
	2.5 Describe different ways that individuals can develop a support plan
	2.6 Describe a range of **person-centred thinking tools** that can be used to help individuals think about different ways they can spend their personal budget
	2.7 Describe what might be included in the costings for a support plan
3. Understand the different ways that individuals can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support
	3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services
	3.3 Explain what restrictions may be imposed on personal budgets
	3.4 Describe the criteria that are used to sign off a support plan
	3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to support individuals to direct their support	4.1 Support an individual to express what is important to them in how they want to be supported in the future
	4.2 Use person-centred thinking tools to support an individual to have maximum choice and control in their life
	4.3 Use person-centred thinking tools to support an individual to develop their support plan
	4.4 Support an individual to identify any others who could work with them to develop their support plan
5. Be able to support individuals to use their personal budget in different ways	5.1 Support an individual to understand the different ways they could develop their support plan
	5.2 Support an individual to understand what restrictions may be imposed on their personal budget
	5.3 Support an individual to think about different options for spending their personal budget
	5.4 Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget
6. Be able to support individuals with an outcome-focused review	6.1 Explain the process of an outcome-focused review
	6.2 Support an individual to prepare for an outcome-focused review
	6.3 Support an individual to be at the centre of the review process

Range
1. Understand self-directed support
1.1 Self-directed support: This puts the person in need of support in control of that support. **1.2 Individual:** Someone requiring care or support. **1.3 Legislation, policy or guidance:** This refers to any current legislation or guidance around this area.
2. Understand how to support individuals to direct their own support and develop their support plan
2.1 Person-centred thinking: A range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes good support for them. **2.4 Others:** Examples may include: • families, friends or carers • social workers • brokers • peer support

Range

• voluntary user-led organisations
• independent support brokerage
 	
2.6 Person-centred thinking tools:
 	
Examples may include:
 	
• important to/for (recorded as a one-page profile)
• working/not working
• the doughnut
• matching staff
• relationship circle
• communication charts
• plus 1 questions
• citizenship tool
• decision making agreement
• presence to contribution
• dreaming
• community connecting related tools:
    o who am I? my gifts and capacities, my places
    o hopes and fears
    o mapping our network
    o passion audit
    o capacity mapping

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS), Skills for Care and Development, 2009: • HSC 35

LD 314K Principles of self-directed support (M/601/7048)

Unit summary				
The unit provides the knowledge and understanding required to support an individual to direct their own support.				
Assessment				
This unit is internally assessed				
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 self-directed support	1.1 Explain the principles underpinning **self-directed support** and how this differs from traditional support
	1.2 Explain the benefits of an **individual** having self-directed support
	1.3 Explain how **legislation, policy or guidance** underpin self-directed support
	1.4 Explain what the following terms mean: • indicative allocation • supported self-assessment • support plan • outcome-focused review
	1.5 Outline the possible barriers to self-directed support
2. Understand how to support an individual to direct their own support and develop their support plan	2.1 Explain how to use **person-centred thinking** to enable individuals to think about what is important to them and how they want to be supported
	2.2 Explain how individuals can direct their own support if they do not have a personal budget
	2.3 Explain how person-centred planning can be used to inform a support plan
	2.4 Explain the roles of **others** who can assist individuals in developing their support plan
	2.5 Describe different ways that individuals can develop a support plan
	2.6 Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
	2.7 Describe what might be included in the costings for a support plan
3. Understand the different ways that people can use their personal budget	3.1 Explain the different ways that individuals can use their personal budget to buy support
	3.2 Research innovative ways that individuals can spend their personal budget other than buying social care services
	3.3 Explain what restrictions may be imposed on personal budgets
	3.4 Describe the criteria that are used to sign off a support plan
	3.5 Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the outcome-focused review process	4.1 Explain the process of an outcome-focused review
	4.2 Explain how to enable someone to prepare for their outcome-focused review

Range
1. Understand self-directed support
1.1 Self-directed support: Self-directed support puts the person in need of support in control of that support.   **1.2 Individual:**   Someone requiring care or support.   **1.3 Legislation, policy or guidance:**   Refers to any current legislation or guidance around this area.
2. Understand how to support an individual to direct their own support and develop their support plan
2.1 Person-centred thinking: A range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes good support for them.   **2.4 Others:**   Examples may include: • families, friends or carers   • social workers   • brokers   • peer support   • voluntary user-led organisations   • independent support brokerage

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   Please note, learners wishing to confirm competence should take unit LD OP 314C Support individuals with self-directed support (J/602/0053), which includes skills assessment criteria, as opposed to LD 314K Principles of self-directed support (M/601/7048), which is a knowledge-only unit.   Relationship to National Occupational Standards (NOS):   • HSC 35

ADV 301 Purpose and principles of independent advocacy (M/502/3146)

Unit summary				
This unit aims to provide learners with an understanding of what independent advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand independent advocacy	1.1 Define independent advocacy
	1.2 Explain the limits to advocacy and boundaries to the service
	1.3 Identify the different steps within the advocacy process
	1.4 Distinguish when independent advocacy can and cannot help
	1.5 Identify a range of services independent advocates commonly signpost to
	1.6 Explain the difference between advocacy provided by independent advocates and other people
2. Explain principles and values underpinning independent advocacy	2.1 Explain the key principles underpinning independent advocacy
	2.2 Explain why the key principles are important
3. Describe the development of advocacy	3.1 Explain the purpose of independent advocacy
	3.2 Identify key milestones in the history of advocacy
	3.3 Explain the wider policy context of advocacy
4. Be able to explain different types of advocacy support and their purpose	4.1 Compare a range of advocacy models
	4.2 Explain the purpose of different advocacy models
	4.3 Identify the commonalities and differences in a range of advocacy models
5. Understand the roles and responsibilities of an independent advocate	5.1 Explain roles and responsibilities within independent advocacy
	5.2 Describe the limits and boundaries of an independent advocate
	5.3 Describe the skills, attitudes and personal attributes of a good advocate
	5.4 Identify when and who to seek advice from when faced with dilemmas
6. Understand advocacy standards	6.1 Describe a range of standards which apply to independent advocacy
	6.2 Explain how standards can impact on the advocacy role and service

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS):

- HSC 23
- HSC 31
- H136
- HSC 45
- HSC 335
- HSC 366 |

Delivery and assessment guidance

- HSC 367
- HSC 368
- HSC 3111
- HSC 3199
- PE 1

Evidence and simulation

The nature of this unit means that most of the evidence must come from realistic work activities.

Simulation can only be used in exceptional circumstances, for example, where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing.

Simulation must be discussed and agreed in advance with the external verifier.

At all times, the evidence must reflect the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence

Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below:

- work products
- professional discussion
- candidate/reflective accounts
- questions asked by assessors
- witness testimonies
- projects/assignments/recognition of prior learning (RPL)
- case studies

This will ensure that all LOs and ACs are met and that the consistency of the candidate's performance can be established.

ADV 302 Providing independent advocacy support (T/502/3147)

Unit summary				
This unit focuses on the practicalities of offering independent advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the independent advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	6 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Establish safe boundaries to maintain the advocacy relationship	1.1 Explain the advocacy role to a range of people receiving advocacy support
	1.2 Conduct an introductory meeting which establishes key principles of independent advocacy
	1.3 Identify a range of issues that can impact on the relationship
	1.4 Identify limitations to the independent advocacy role
2. Establish the advocacy relationship	2.1 Explain the potential benefits of advocacy to the individual
	2.2 Explain and establish a range of boundaries
	2.3 Establish if advocacy support is appropriate
	2.4 Establish the individual's requirements
	2.5 Explain the complaints procedure of the advocacy service
3. Assist the individual receiving advocacy support to explore and make choices	3.1 Support access to information to enable the individual to make an informed choice
	3.2 Support the individual to explore possible consequences of making a particular choice
	3.3 Distinguish between the advocate's view and the choice made by the individual
	3.4 Support the individual to make choices, including decisions that may be considered unwise
	3.5 Using principles of independent advocacy, respond to individuals who choose to take risks
4. Construct an action plan	4.1 Support an individual to prioritise their goals
	4.2 Agree a course of action with the individual receiving advocacy support
	4.3 Identify key individuals who will be involved in achieving the plan
	4.4 Provide ongoing feedback to the individual
	4.5 Review the action plan
	4.6 Identify who to seek advice from when the action plan is threatened
5. Support the individual receiving advocacy support to self-advocate	5.1 Summarise the benefits of self-advocacy
	5.2 Use a range of techniques to support an individual to self-advocate
	5.3 Take actions to help individuals achieve their goals

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Act on the instruction of the person receiving advocacy support	6.1 Identify the wishes and feelings of an individual receiving advocacy support
	6.2 Agree a preferred course of action
	6.3 Provide feedback on action taken to the individual
7. Review and end the advocacy relationship	7.1 Support the individual to assess the outcomes of the advocacy relationship
	7.2 Support the individual to establish if further assistance is needed
	7.3 Decide when and how to end the advocacy relationship

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 330 • HSC 3111 • AHP 17 • HSC 31 • HSC 41 • HSC 366 • HSC 368 • CHS 99 • PE 1 **Evidence and simulation** The nature of this unit means that most of the evidence must come from realistic work activities. Simulation can only be used in exceptional circumstances, for example, where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the external verifier. At all times, the evidence must reflect the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy. **Required sources of performance and knowledge evidence** Direct observation is the required assessment method to be used to evidence some part of this unit. **Other sources of performance and knowledge evidence** The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below: • work products • professional discussion • candidate/reflective accounts

Delivery and assessment guidance
• questions asked by assessors • witness testimonies • projects/assignments/recognition of prior learning (RPL) • case studies This will ensure that all LOs and ACs are met and that the consistency of the candidate's performance can be established.

ADV 303 Maintaining the independent advocacy relationship (A/502/3148)

Unit summary				
The unit examines the relationship between an independent advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client-led relationship whilst developing an understanding of the limitations of the role.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	6 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know what to do when faced with practice dilemmas	1.1 Identify a range of ethical and practical challenges commonly faced by advocates
	1.2 Develop a plan or strategy to respond to a range of challenges and threats
	1.3 Identify a range of people who can offer support in responding to dilemmas and threats
2. Deal positively with conflict	2.1 Identify a range of situations and people where conflict may arise
	2.2 Develop positive strategies in resolving conflict
3. Maintain accurate records	3.1 Explain the importance of writing and maintaining accurate records
	3.2 Identify a range of information which is and is not relevant
	3.3 Use appropriate templates to record information
4. Prioritise competing work commitments	4.1 Identify essential and non-essential advocacy tasks
	4.2 Prioritise competing commitments and tasks
5. Use personal value base and power appropriately	5.1 Explain personal motivation and why the learner wants to provide independent advocacy support
	5.2 Identify personal values in relation to mental health, disability, human rights, participation and best interests
	5.3 Identify sources of personal power
6. Use supervision as a tool to reflect and improve practice	6.1 Explain the purpose and function of supervision
	6.2 Identify methods of preparing for supervision
	6.3 Participate in supervision
	6.4 Use self-reflection to explore the advocate practice
	6.5 Use supervision to identify opportunities to improve skills and knowledge
	6.6 Use supervision to explore emotional and practical challenges.
7. Use local and national networks	7.1 Identify the role of local and national networks
	7.2 Access support from local and national networks
	7.3 Contribute to the work of local and national networks
8. Respond to concerns of abuse	8.1 Identify potential signs of child or adult abuse
	8.2 Explain child or adult protection procedures
	8.3 Use the advocacy organisation's protection policy to respond to concerns of abuse
	8.4 Ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes
	8.5 Support the individual to uphold their right to be heard

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

Mapped to Health and Social Care Standards.

- HSC 3111
- HSC 22
- GEN 12
- HSC 23
- H136
- HSC 335
- HSC 368
- HSC 45

Evidence and simulation

The nature of this unit means that most of the evidence must come from realistic work activities. Simulation can only be used in exceptional circumstances, for example, where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing.

Simulation must be discussed and agreed in advance with the external verifier.

At all times, the evidence must reflect the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence

Direct observation is the required assessment method to be used to evidence some part of this unit.

Other sources of performance and knowledge evidence

The assessor will identify other sources of evidence to ensure the most reliable and efficient mix of evidence gathering methods from the list below:

- work products
- professional discussion
- candidate/reflective accounts
- questions asked by assessors
- witness testimonies
- projects/assignments/recognition of prior learning (RPL)
- case studies

This will ensure that all LOs and ACs are met and that the consistency of the candidate's performance can be established.

CMH 301 Understand mental wellbeing and mental health promotion (F/602/0097)

Unit summary				
This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.				
Assessment				
This unit is internally assessed				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**14 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental wellbeing and mental health
	1.2 Explain the range of factors that may influence mental wellbeing and mental health problems across the life span, including: • biological factors • social factors • psychological factors
	1.3 Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health: • risk factors including inequalities and poor quality social relationships • protective factors including socially valued roles, social support and contact
2. Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health
	2.2 Explain how to support an individual in promoting their mental wellbeing and mental health
	2.3 Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health
	2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community
	2.5 Evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 3112 • HSC 3119 • MH 25

Delivery and assessment guidance
Learning outcome 1, AC1.2 requires learners to 'explain the range of factors that may influence mental wellbeing and mental health problems across the life span'. The qualification is aimed at those working with people aged 18 to 65 years, but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in adulthood on their wellbeing in later life. This is in order to promote a holistic and whole person approach to understanding wellbeing and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

CMH 302 Understand mental health problems (J/602/0103)

Unit summary				
This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and wellbeing.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	3 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the main forms of mental ill health	1.1 Describe the main types of mental ill health according to the psychiatric Diagnostic and Statistical Manual of Mental Disorders/ International Classification of Diseases (DSM/ICD) classification system: • mood disorders • personality disorders • anxiety disorders • psychotic disorders • substance-related disorders • eating disorders • cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain two alternative frameworks for understanding mental distress
	1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour
2. Know the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
	2.2 Explain how mental ill health may have an impact on the individual including: • psychological and emotional • practical and financial • the impact of using services • social exclusion • positive impacts
	2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: • psychological and emotional • practical and financial • the impact of using services • social exclusion

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	• positive impacts
	2.4 Explain the benefits of early intervention in promoting an individual's mental health and wellbeing

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 3111 • MH14 In Learning outcome 1, AC1.1 learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

DEM 301 Understand the process and experience of dementia (J/601/3538)

Unit summary				
This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the neurology of dementia	1.1 Describe a range of causes of **dementia syndrome**
	1.2 Describe the types of memory impairment commonly experienced by **individuals** with dementia
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4 Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends
3. Understand how dementia care must be underpinned by a person-centred approach	3.1 Compare a person-centred and a non-person-centred approach to dementia care
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their **carers**
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears

Range
1. Understand the neurology of dementia
1.1 Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia.
1.2 Individuals: Someone requiring care or support.

Range
3. Understand how dementia care must be underpinned by a person-centred approach
3.3 Carers: Examples may include but not limited to: • partner • family • friends • neighbours

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's assessment principles.

DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion (Y/601/3544)

Unit summary				
This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.				
Assessment				
This unit is internally assessed				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the concept of diversity and its relevance to working with individuals who have dementia	1.1 Explain what is meant by the terms: • diversity • anti-discriminatory practice • anti-oppressive practice
	1.2 Explain why it is important to recognise and respect an **individual's heritage**
	1.3 Describe why an individual with dementia may be subjected to discrimination and oppression
	1.4 Describe how discrimination and oppressive practice can be challenged
2. Understand that each individual's experience of dementia is unique	2.1 Explain why it is important to identify an individual's specific and unique needs
	2.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
	2.3 Describe how the experience of an individual's dementia may impact on carers
	2.4 Describe how the experience of dementia may be different for individuals: • who have a learning disability • who are from different ethnic backgrounds • at the end of life
3. Understand the importance of working in a person-centred way and how this links to inclusion	3.1 Explain how current legislation and government policy supports person-centred working
	3.2 Explain how person-centred working can ensure that an individual's specific and unique needs are met
	3.3 Describe ways of helping an individual's carers or **others** understand the principles of person-centred care
	3.4 Identify practical ways of helping the individual with dementia maintain their identity

Range
1. Understand the concept of diversity and its relevance to working with individuals who have dementia

Range
1.2 Individual: Someone requiring care or support. **1.2 Heritage:** Is unique to that individual and refers to the individual's: • culture • history • personal experiences
3. Understand the importance of working in a person-centred way and how this links to inclusion
3.3 Others Examples may include but are not limited to: • care worker • colleagues • managers • social worker • occupational therapist • general practitioner (GP) • speech and language therapist • physiotherapist • pharmacist • nurse • specialist nurse • psychologist • psychiatrist • independent mental capacity advocate • independent mental health advocate • advocate • dementia care advisor • support groups

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's assessment principles. Relationship to National Occupational Standards (NOS): • HSC 21 • HSC 24 • HSC 31 • HSC 35 • HSC 41 • HSC 45

HSC 3003 Provide support to maintain and develop skills for everyday life (L/601/8028)

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 required to work with individuals to retain, regain and develop skills for everyday life.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	28 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life
	1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
	1.3 Explain how maintaining, regaining or developing skills can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and **others** to identify skills for everyday life that need to be supported
	2.2 Agree with the individual a **plan** for developing or maintaining the skills identified
	2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them
	2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**
	3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills
	3.3 Describe actions to take if an individual becomes distressed or unable to continue
4. Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support
	4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3 Agree revisions to the plan
	4.4 Record and report in line with **agreed ways of working**

Range
1. Understand the context of supporting skills for everyday life
1.2 Individual: Someone requiring care or support.

Range
2. Be able to support individuals to plan for maintaining and developing skills for everyday life
2.1 Others may include: • family • advocates • team members • line manager • specialists • others who are important to the individual's wellbeing **2.2** The **plan** may include: • goals (short, medium and long term) • the type and level of support needed to achieve goals • roles and responsibilities • ways to address any associated risks • ways to monitor the plan
3. Be able to support individuals to retain, regain or develop skills for everyday life
3.1 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
4. Be able to evaluate support for developing or maintaining skills for everyday life
4.4 Agreed ways of working: Will include policies and procedures where these exist.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 344

HSC 3004 Facilitate learning and development activities to meet individual needs and preferences (L/601/8644)

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.				
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 **individuals** of engaging in learning or development 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 preferences 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 **others** 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 **agreed ways of working**
4. Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
	4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
	4.4 Prepare the environment so that the activity can be carried out safely and effectively

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 **active participation**
	5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
	5.4 Make adjustments in response to feedback
6. Be able to evaluate and review learning and development activities	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
	6.2 Collate and present information for evaluation as agreed
	6.3 Use agreed criteria to evaluate the activity with the individual and others
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided
	6.5 Explain the importance of recognising progress achieved through a learning or development activity

Range
1. Understand the role of learning and development activities in meeting individual needs
1.1 Individual: Someone requiring care or support. **1.3 Learning and development activities** may include: • intellectual pursuits • activities to promote fitness or mobility • activities relating to skills development • activities to promote participation and interaction
2. Be able to identify learning and development activities to meet individual needs and preferences
2.2 Others may include**:** • family members • advocates • line manager • specialists • others who are important to the individual's wellbeing
3. Be able to plan learning and development activities with individuals
3.2 A plan for a learning or development activity may include: • the purpose of the activity • how the activity will be implemented • timescales for implementation • the roles and responsibilities of those involved • the level and type of support required • resources or equipment needed • ways to minimise risks

Range
3.3 Agreed ways of working: Will include policies and procedures where these exist.
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 Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 351

HSC 3012 Prepare to support individuals within a shared lives arrangement (M/601/9611)

Unit summary				
This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	31 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how shared lives arrangements can benefit individuals	1.1 Describe the potential benefits to individuals of being supported through a **shared lives arrangement**
	1.2 Explain how a shared lives arrangement can promote person-centred support that enables individuals to take responsibility for decisions about their lives and actions
2. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals	2.1 Establish with the people organising the provision of a shared lives arrangement the information and support required by **key people** and self
	2.2 Access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
	2.3 Share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement
3. Be able to address the potential impact on key people of providing a shared lives arrangement	3.1 Establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual
	3.2 Establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual
	3.3 Agree any changes required in order to provide a shared lives arrangement for individuals
	3.4 Identify with key people strategies for dealing with any potential areas of conflict
4. Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement	4.1 Evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement
	4.2 Investigate ways to fill gaps in own knowledge, understanding and skills

Range
1. Understand how shared lives arrangements can benefit individuals
1.1 Shared lives arrangements may include: • Long-term accommodation support • short breaks • daytime support • kinship support • adult placement (Wales)
2. Be able to access and share information relevant to the provision of a shared lives arrangement for individuals
2.1 Key people may include: • those who share the learner's home • members of learner's extended family • learner's social networks • others who may be involved in the shared lives arrangement

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 333

HSC 3013 Support individuals to access and use services and facilities (F/601/7927)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of **services and facilities** can be beneficial to an **individual**'s wellbeing
	1.2 Identify barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs
	2.2 Agree with an individual their preferred options for accessing services and facilities
	2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences
3. Be able to support individuals to access and use services and facilities	3.1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities
	4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities
	4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

Range
1. Understand factors that influence individuals' access to services and facilities
1.1 Services and facilities may include: • services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities **1.1 Individual:** Someone requiring care or support. **1.4 Information** to be challenged may include information that is: • misleading • inaccurate • discriminatory • inaccessible • excluding individuals

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 330

HSC 3014 Provide support for individuals within a shared lives arrangement (J/601/9601)

Unit summary				
This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement.				
Assessment				
This unit is internally assessed.				
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 how to establish the needs, background, experiences, wishes, preferences and choices of an individual	1.1 Explain the importance of 'getting to know' the individual
	1.2 Identify sources of information that can inform the process
	1.3 Explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences
2. Be able to identify how an individual's needs can be met through a shared lives arrangement	2.1 Work with the individual and others to assess how identified requirements can be met within the **shared lives arrangement**
	2.2 Work with the individual and others to identify factors that may affect the individual's integration into the home environment
3. Know how to address potential power imbalances in a shared lives arrangement	3.1 Explain how sharing own home may create a sense of power imbalance between an individual, self and **key people**
	3.2 Identify ways that potential power imbalances may be addressed to promote full membership of the household
	3.3 Identify strategies that could be used to address conflicts and disagreements
4. Be able to assist individuals to adjust to the home environment	4.1 Provide a welcoming and supportive environment for an individual with the help of key people
	4.2 Provide opportunities for the individual to meet and get to know key people
	4.3 Support the individual to settle into the home environment
	4.4 Support the individual to communicate their thoughts and feelings about sharing the home environment
	4.5 Describe actions to take if an individual is distressed
	4.6 Provide opportunities for the individual's continued personal and social development

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to support key people to adjust to a shared lives arrangement	5.1 Establish with key people any adjustments that might need to be made to support an individual within the home
	5.2 Establish strategies to deal with any conflict and disagreements that may arise
	5.3 Work with the individual and key people to agree 'house rules' in order to minimise potential difficulties
	5.4 Describe ways to balance the needs of key people and the individual
	5.5 Support key people to participate in the shared lives arrangement
6. Be able to contribute to ongoing review of the shared lives arrangement	6.1 Provide regular feedback on the shared lives arrangement in line with **agreed ways of working**
	6.2 Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness

Range
2. Be able to identify how an individual's needs can be met through a shared lives arrangement
2.1 Shared lives arrangements may include: • long-term accommodation support • short breaks • daytime support • kinship support • adult placement (Wales)
3. Know how to address potential power imbalances in a shared lives arrangement
3.1 Key people may include: • those who share the learner's home • members of learner's extended family • learner's social networks • others who may be involved in the shared lives arrangement
6. Be able to contribute to ongoing review of the shared lives arrangement
6.1 Agreed ways of working: Will include policies and procedures where these exist

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 334

HSC 3019 Support individuals in their relationships (R/601/8578)

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 provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships	1.1 Analyse reasons why **individuals** may find it difficult to establish or maintain **relationships**
	1.2 Describe types of legal restrictions or requirements that may affect individuals' relationships
	1.3 Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
	1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships
2. Be able to support individuals to identify beneficial relationships	2.1 Support an individual to understand the likely benefits of positive relationships
	2.2 Support the individual to recognise when a relationship may be detrimental or harmful
	2.3 Work with the individual to identify specific relationships that are likely to be beneficial to them
3. Be able to support individuals to develop new relationships	3.1 Describe types of support and information an individual may need in order to extend their social network
	3.2 Establish with an individual the type and level of support needed to develop a new relationship
	3.3 Provide agreed support and information to develop the relationship
	3.4 Encourage continued participation in actions and activities to develop the relationship
4. Be able to support individuals to maintain existing relationships	4.1 Describe types of support an individual may need in order to maintain an existing relationship with family or friends
	4.2 Establish with an individual the type and level of support needed to maintain the relationship
	4.3 Provide agreed support to maintain the relationship
5. Be able to work with individuals to review the support provided for relationships	5.1 Establish with the individual the criteria for evaluating how effective support for a relationship has been
	5.2 Collate **information** about the relationship and the support provided
	5.3 Work with the individual and **others** to review and revise the support provided
	5.4 Report and record in line with **agreed ways of working**

Range
1. Understand factors affecting the capacity of individuals to develop and/or maintain relationships
1.1 Individual: Someone requiring care or support.   **1.1 Relationships** may include: • family relationships   • friendships   • social networks
5. Be able to work with individuals to review the support provided for relationships
5.2 Information may include: • feedback from the individual and others   • observations   • records   **5.3 Others** may include: • family   • friends   • advocates   • others who are important to the individual's wellbeing   **5.4 Agreed ways of working:**   Will include policies and procedures where these exist.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles.   Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.   Relationship to National Occupational Standards (NOS):   • HSC 331

HSC 3023 Support individuals to manage their finances (D/601/7904)

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 manage and review their financial affairs, in accordance with their needs and preferences.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to access information and advice about financial affairs	1.1 Identify sources of information and advice about **methods and services for managing personal finances**
	1.2 Identify sources of information and advice about benefits and allowances
	1.3 Describe the role of **others** who may be involved in supporting individuals to manage their own finances
	1.4 Describe how and when to access specialist expertise about managing financial affairs
	1.5 Explain how to access advice on safeguarding against financial abuse
2. Be able to provide support for individuals to manage their finances	2.1 Identify legislation, codes of practice and **agreed ways of working** that apply when providing support to manage financial affairs
	2.2 Work with the **individual** to identify the skills they have for managing their own finances
	2.3 Identify an individual's preferred methods and services for managing their finances
	2.4 Provide support for managing finances in a way that promotes **active participation** and safeguards the individual
	2.5 Contribute to records and reports about finances in line with agreed ways of working
3. Be able to contribute to applying for financial assistance	3.1 Provide support for an individual to check the benefits and allowances to which they are entitled
	3.2 Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
4. Be able to contribute to reviewing support for managing finances	4.1 Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
	4.2 Work with the individual to evaluate methods, services and support for managing finances
	4.3 Agree with the individual any changes to methods, services and support for managing finances
	4.4 Provide feedback to an organisation or agency about the effectiveness of financial information or support
	4.5 Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support

Range
1. Know how to access information and advice about financial affairs
1.1 Methods and services for managing personal finances may include those for: • budgeting • tracking income and expenditure • making payments • keeping money safely • managing debts • keeping financial records. **1.3 Others** may include: • family • friends • advocates • professionals • those who are important to the individual's wellbeing
2. Be able to provide support for individuals to manage their finances
2.1 Agreed ways of working: Will include policies and procedures where these exist and will indicate where others need to be involved. **2.2 Individual:** Someone requiring care or support. **2.4 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 345

HSC 3027 Support individuals to access housing and accommodation services (K/601/7906)

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 access housing and accommodation services.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services
	1.2 Analyse the range of housing and accommodation services available
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services
2. Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an **individual** to identify their accommodation requirements
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services
3. Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a **plan** for accessing housing and accommodation services
	3.2 Establish with an individual which housing and accommodation services will be approached
4. Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services
5. Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities
	5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met
6. Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and **others** to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed
	6.2 Consult with others about any problems and proposed solutions
	6.3 Record and report on the review in line with **agreed ways of working**

Range
2. Be able to work with individuals to identify housing and accommodation services that meet their needs
2.1 Individual: Someone requiring care or support.
3. Be able to work with individuals to plan to access housing and accommodation services
3.1 Plan may include: • realistic and achievable goals • actions the individual will take • the level and type of support required • roles and responsibilities • timescales • how and when progress towards goals will be reviewed
6. Be able to contribute to the review of housing and accommodation services for individuals
6.1 Others may include: • carers • friends and relatives • professionals • others who are important to the individual's wellbeing **6.3 Agreed ways of working:** Will include policies and procedures where these exist.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 349

HSC 3029 Support individuals with specific communication needs (T/601/8282)

Unit summary				
This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.				
Assessment				
This unit is internally assessed.				
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 specific communication needs and factors affecting them	1.1 Explain the importance of meeting an individual's communication needs
	1.2 Explain how own role and practice can impact on communication with an individual who has specific communication needs
	1.3 Analyse features of the environment that may help or hinder communication
	1.4 Analyse reasons why an individual may use a form of communication that is not based on a formal language system
	1.5 Identify a range of communication methods and **aids** to support individuals to communicate
	1.6 Describe the potential effects on an **individual** of having unmet communication needs
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1 Work in partnership with the individual and **others** to identify the individual's specific communication needs
	2.2 Contribute to identifying the communication methods or aids that will best suit the individual
	2.3 Explain how and when to access information and support about identifying and addressing specific communication needs
3. Be able to interact with individuals using their preferred communication	3.1 Prepare the environment to facilitate communication
	3.2 Use agreed methods of communication to interact with the individual
	3.3 Monitor the individual's responses during and after the interaction to check the effectiveness of communication
	3.4 Adapt own practice to improve communication with the individual
4. Be able to promote communication between individuals and others	4.1 Support the individual to develop communication methods that will help them to understand others and be understood by them
	4.2 Provide opportunities for the individual to communicate with others
	4.3 Support others to understand and interpret the individual's communication
	4.4 Support others to be understood by the individual by use of agreed communication methods

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Know how to support the use of communication technology and aids	5.1 Identify specialist services relating to communication technology and aids
	5.2 Describe types of support that an individual may need in order to use communication technology and aids
	5.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly
6. Be able to review an individual's communication needs and the support provided to address them	6.1 Collate **information** about an individual's communication and the support provided
	6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided
	6.3 Work with others to identify ways to support the continued development of communication

Range
1. Understand specific communication needs and factors affecting them
1.5 Aids may include: • technological aids   • human aids   **1.6 Individual:**   Someone with specific communication needs who requires care or support.
2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them
2.1 Others may include: • family   • advocates   • specialist communication professionals   • others who are important to the individual's wellbeing
6. Be able to review an individual's communication needs and the support provided to address them
6.1 Information may include: • observations   • records   • feedback from the individual and others

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles.   Learning Outcomes 2, 3, 4 and 6 must be assessed in a real work environment.   Relationship to National Occupational Standards (NOS):   • HSC 369   • HSC 370

HSC 3033 Support individuals during a period of change (M/601/7907)

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 during a period of change.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand reasons for and responses to change	1.1 Describe **types of change** that may occur in the course of an **individual**'s life
	1.2 Analyse factors that may make change a positive or a negative experience
	1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2. Be able to support individuals to plan how to manage or adapt to change	2.1 Work with individuals and **others** to identify recent or imminent changes affecting them
	2.2 Support the individual to assess the implications and likely impacts of the change identified
	2.3 Work with the individual and others to **plan** how to adapt to or manage the change
	2.4 Explain the importance of both practical support and emotional support during a time of change
	2.5 Identify and agree roles and responsibilities for supporting a change
3. Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**
	3.2 Provide information and advice to support the individual to manage change
	3.3 Support the individual to express preferences and anxieties when going through change
	3.4 Adapt support methods to take account of preferences or anxieties.
	3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change
4. Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved
	4.2 Work with the individual and others to identify positive and negative aspects of a change
	4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process
	4.4 Record and report on the effectiveness of support for the change process

Range
1. Understand reasons for and responses to change
1.1 Types of change include changes that are: • positive • negative • chosen • unchosen • temporary • permanent **1.1 Individual:** Someone requiring care or support.
2. Be able to support individuals to plan how to manage or adapt to change
2.1 Others may include: • carers • friends and relatives • professionals • others who are important to the individual's wellbeing **2.3 Plan:** The plan to manage a change may incorporate: • the individual's preferences associated with the change • existing skills or knowledge the individual has that will help them manage the change • new skills or knowledge the individual may need to develop in order to manage the change • resources and expertise for managing the change that exist within the individual's personal network • additional resources, support or expertise needed • ways to address risks that may arise from a change
3. Be able to support individuals to manage or adapt to change
3.1 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 382

HSC 3034 Support individuals to prepare for and settle into new home environments (T/601/7908)

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 prepare for and settle into new home environments.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors affecting a move to a new home environment	1.1 Identify reasons why **individuals** may **move to a new home environment**
	1.2 Explain the effects that moving may have on an individual and their personal relationships
	1.3 Analyse strategies that can help a move to go smoothly
2. Be able to support individuals to prepare to move into new home environments	2.1 Access information and advice to support an individual to move and settle into a new home environment
	2.2 Provide an individual and **others** with information about the proposed new home environment
	2.3 Work with the individual and others to **plan** for the move
	2.4 Support the individual to express their feelings about the move and any concerns they may have
	2.5 Demonstrate strategies to address concerns
3. Be able to support individuals to settle into new home environments	3.1 Support the individual to familiarise themselves with the new environment and living arrangements
	3.2 Support the individual to explore opportunities to maintain existing social networks and/or create new social networks
	3.3 Support the individual to adjust to living with new people or to living alone
	3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment
4. Be able to support individuals to review the impact of new home environments	4.1 Work with the individual and others to agree a process to review the move
	4.2 Work with the individual to review positive and negative effects of the move
	4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
	4.4 Agree any additional resources, facilities and support required
	4.5 Record and report on the outcomes of the move, in line with **agreed ways of working**

Range
1. Understand factors affecting a move to a new home environment
1.1 Move to a new home environment may include:

Range
- temporary moves   - permanent moves   - home to residential care   - hospital to home   - ward to ward   - homelessness to hostel   - residential care to independent living   - home to sheltered accommodation   **1.1 Individual:** Someone requiring care or support.
2. Be able to support individuals to prepare to move into new home environments
2.2 Others may include: - carers   - friends and relatives   - professionals   - others who are important to the individual's wellbeing   **2.3 Plan:** The plan to prepare for a move must incorporate: - the individual's views, feelings, preferences and priorities relating to the move   - ways to identify and address any risks associated with the move   - ways to address any special support requirements   - ways to ensure that any legal requirements are met   - timescales for the move
4. Be able to support individuals to review the impact of new home environments
4.5 Agreed ways of working: Will include policies and procedures where these exist.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS):   HSC 383

HSC 3038 Work in partnership with families to support individuals (H/601/8147)

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 work in partnership with families to support individuals.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand partnership working with families	1.1 Analyse the contribution of families to the care and/or support of **individuals**
	1.2 Identify factors that may affect the level of involvement of family members in care and/or support
	1.3 Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
	1.4 Explain how the attitudes of a worker affect partnership working with families
2. Be able to establish and maintain positive relationships with families	2.1 Interact with family members in ways that respect their culture, experiences and expertise
	2.2 Demonstrate dependability in carrying out actions agreed with families
	2.3 Describe principles for addressing dilemmas or conflicts that may arise in relationships with families
3. Be able to plan shared approaches to the care and support of individuals with families	3.1 Agree with the individual, family members and **others** the proposed outcomes of partnership working with a family
	3.2 Clarify own role, role of family members, and roles of others in supporting the individual
	3.3 Support family members to understand person-centred approaches and **agreed ways of working**
	3.4 Plan ways to manage risks associated with sharing care or support
	3.5 Agree with the individual and family members processes for monitoring the shared support plan
4. Be able to work with families to access support in their role as carers	4.1 Work with family members to identify the support they need to carry out their role
	4.2 Provide accessible information about available **resources** for support
	4.3 Work with family members to access resources
5. Be able to exchange and record information about partnership work with families	5.1 Exchange information with the individual and family members about: • implementation of the plan • changes to needs and preferences
	5.2 Record information in line with agreed ways of working about: • progress towards outcomes • effectiveness of partnership working

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families
	6.2 Agree criteria and processes for reviewing support for family members
	6.3 Encourage the individual and family members to participate in the review
	6.4 Carry out own role in the review of partnership working
7. Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members
	7.2 Report on any gaps in the provision of support for family members
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Range
1. Understand partnership working with families
1.1 Individual: Someone requiring care or support.
3. Be able to plan shared approaches to the care and support of individuals with families
3.1 Others may include: • organisations providing support to family members • other professionals **3.3 Agreed ways of working:** Will include policies and procedures where they exist.
4. Be able to work with families to access support in their role as carers
4.2 Resources may include: • materials and equipment • training • financial support • transport • support groups • therapeutic services • other professionals

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 387

Delivery and assessment guidance
• HSC 388

HSC 3045 Promote positive behaviour (F/601/3764)

Unit summary				
The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidents of challenging behaviour.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	6 credits	44 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
	1.2 Define what is meant by restrictive interventions
	1.3 Explain when restrictive interventions may and may not be used
	1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
	1.6 Describe safeguards that must be in place if restrictive physical interventions are used
2. Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies
	2.2 Identify the proactive and reactive strategies that are used within own work role
	2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used
	2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
	2.5 Explain the importance of reinforcing positive behaviour with individuals
	2.6 Evaluate the impact on an **individual's wellbeing** of using reactive rather than proactive strategies
3. Be able to promote positive behaviour	3.1 Explain how a range of **factors** may be associated with challenging behaviours
	3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	3.4 Demonstrate how to model to others best practice in promoting positive behaviour

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours
	4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
	4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
	4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements, following an incident of challenging behaviour
5. Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
	5.2 Describe how an individual can be supported to reflect on an incident, including: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident
	5.3 Describe the complex feelings that may be experienced by **others** involved in or witnessing an incident of challenging behaviour
	5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
	5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
6. Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour
	6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Range
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support
1.5 Challenging behaviour may include behaviours that are: • repetitive/obsessive • withdrawn • aggressive • self-injurious • disruptive • anti-social or illegal • verbally abusive

Range
2. Understand the context and use of proactive and reactive strategies
2.6 Individual A child, young person or adult accessing a service. **2.6 Wellbeing,** for example: • emotional • psychological • physical
3. Be able to promote positive behaviour
3.1 Factors, for example**:**   • communication • environment • power imbalance • excessive demands • boredom • inconsistent approaches • lack of boundaries or goals • emotional expression • sensory needs • physical health • mental health • past experiences • age and gender
5. Be able to support individuals and others following an incident of challenging behaviour
5.3 Others may include: • the individual • colleagues • families or carers • other professionals • members of the public • advocates
6. Be able to review and revise approaches to promoting positive behaviour
6.1 Antecedent, behaviour and consequences: • antecedent is what happens before the behaviour • behaviour is the actions that are perceived as challenging behaviour or unwanted • consequences are what happened as a result of the behaviour

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in real work environment.

Delivery and assessment guidance
Relationship to National Occupational Standards (NOS): • HSC 326 • HSC 337 • HSC 398

HSC 3056 Support families in maintaining relationships in their wider social structures (K/601/9185)

Unit summary				
This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling. It recognises the rights of families to make their own decisions and choices and to be supported in following these through.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	33 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	
1. Understand the importance of social interactions and relationships for families of people with specific needs	1.1	Explain why social contacts are important and should be encouraged
	1.2	Analyse the effects of isolation
	1.3	Evaluate sources of information on social structures
2. Understand the issues surrounding discrimination	2.1	Recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination
	2.2	Analyse the forms which discrimination may take
	2.3	Describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings
3. Be able to support families to access opportunities for social contact within their wider social structures	3.1	Engage with a family in a way that encourages trust and mutual respect
	3.2	Identify opportunities for social contact in a family's environment
	3.3	Encourage a family to seek out services within their community
	3.4	Support a family to use available services in the community
4. Be able to support families to maintain social contacts within their wider social structures	4.1	Provide opportunities for a family to express their needs for, and interests in, maintaining social contacts
	4.2	Provide a family with opportunities to discuss their experiences of maintaining relationships
	4.3	Provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination
	4.4	Assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values
	4.5	Support a family in challenging any discrimination and barriers within services in their community
	4.6	Support a family in making any transitions when services become unavailable or no longer meet their needs

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 390 (MH 12)

HSC 3066 Support positive risk taking for individuals (L/601/9549)

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 positive risk-taking to benefit individuals.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	32 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of risk taking in everyday life	1.1 Explain ways in which risk is an integral part of everyday life
	1.2 Explain why **individuals** may have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive person-centred approach to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
	2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
	3.2 Describe how a human rights-based approach supports an individual to make decisions and take risks
4. Be able to support individuals to make decisions about risks	4.1 Support an individual to recognise potential risk in **different areas of their life**
	4.2 Support the individual to balance choices with their own and **others'** health, safety and wellbeing
	4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	4.4 Record all discussions and decisions made relating to supporting the individual to take risks
5. Be able to support individuals to take risks	5.1 Complete a risk assessment with an individual following **agreed ways of working**
	5.2 Communicate the content of the risk assessment to others
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to their wellbeing

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places themselves or others in immediate or imminent danger

Range
1. Understand the importance of risk-taking in everyday life
1.1 Individual: Someone requiring care or support.
4. Be able to support individuals to make decisions about risks
4.1 Different areas of their life may include: • health • social • financial **4.2 Others** may include: • colleagues • families or carers • friends • other professionals • members of the public • advocates
5. Be able to support individuals to take risks
5.1 Agreed ways of working: Will include policies and procedures where these exist.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • HSC 3117

PD OP 3.1 Understand physical disability (J/601/6150)

Unit summary				
This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of differentiating between the individual and the disability	1.1 Explain the importance of recognising the centrality of the **individual** rather than the disability
	1.2 Explain the importance of an assessment being person-centred
	1.3 Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2. Understand the concept of physical disability	2.1 Define the term physical disability
	2.2 Describe the following terminology used in relation to physical disability: • **congenital** • **acquired** • **neurological**
	2.3 Compare a congenital disability with a neurological disability, including causes
	2.4 Explain the emotional impact of a **progressive** disability on the individual
	2.5 Compare the different impacts on individuals that congenital and progressive disabilities can have
3. Understand the impact of living with a physical disability within society	3.1 Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
	3.2 Analyse the socio-economic effects of physical disability on an individual
	3.3 Explain the changes that have occurred in society as a result of disability legislation
	3.4 Analyse the extent of improvements for the individual as a result of disability legislation
	3.5 Explain the effects of physical disability on an individual's **life choices**
	3.6 Explain how attitudes either promote a positive or negative perception of disability

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the importance of promoting inclusion and independence	4.1 Explain the importance of independence and inclusion for individuals with physical disabilities
	4.2 Analyse ways that inclusion and independence can be promoted
	4.3 Explain the importance of the individual having control of choices and decisions
	4.4 Analyse the importance of positive risk-taking for the individual with physical disabilities
	4.5 Explain how to encourage the individual to take positive risks while maintaining safety
	4.6 Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Range
1. Understand the importance of differentiating between the individual and the disability
1.1 Individual: Someone requiring care or support.
2. Understand the concept of physical disability
2.1 Congenital can include: • cerebral palsy • cystic fibrosis • spina bifida • congenital heart conditions • muscular dystrophy • congenital hip disorder **2.1 Acquired** disabilities can include: • arthritis • rheumatism • cardiac conditions • pulmonary conditions from work conditions or smoking, for example, emphysema, pulmonary fibrosis **2.1 Neurological** conditions can include: • multiple sclerosis • Parkinson's disease • stroke **2.4 Progressive:** Can also include some neurological and some congenital conditions, for example, motor neurone disease.

Range
3.   Understand the impact of living with a physical disability within society
3.5 Life choices, for example: • physical health • education • housing • employment • access to cultural/leisure activities • mobility • sexuality

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development Assessment Principles.

PD OP 3.5 Support families who have a child with a disability (D/601/5750)

Unit summary				
This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs, resource needs, as well as working with other professionals and agencies.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a **diagnosis** can have on families
	1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging
	1.3 Explain the emotional experience that families may have after diagnosis, using theories of loss
	1.4 Explain how having a child with a disability may affect **interpersonal relationships within a family**
	1.5 Identify the changes that may need to be made to family life, social life, work and accommodation
	1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences
2. Be able to support families who have a child with a disability	2.1 Establish with the family the support they require
	2.2 Work with the family to identify different ways that needs can be met
	2.3 Support family members to discuss feelings and experiences related to having a child with a disability
3. Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families
	3.2 Give information to a family about community resources and informal networks to enable them to make choices
	3.3 Support a family to use community resources and informal networks
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need
	4.2 Investigate the roles of **other professionals and agencies** that may provide support to families with a child with a disability
	4.3 Provide information to a family about professionals and agencies that may provide **support**
	4.4 Identify when referrals should be made to other professionals and/or agencies
	4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
	4.6. Review the outcomes for the family of partnership working.
	4.7. Identify and report any additional support required by the family.

Range
1. Understand the impact on a family of having a child with a disability
1.1 Diagnosis, for example**,** of a range of: • physical disabilities • learning disabilities • sensory disabilities **1.4 Interpersonal relationships within a family**, for example: • relationships with siblings • relationships between siblings and parents • relationships with grandparents
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability
4.2 Other professionals and agencies: • teacher • educational psychologist • educational welfare • physiotherapist • occupational therapist • nurse • general practitioner (GP) • social worker • dietician • speech and language therapist **4.3 Support** can include: • support with personal care • support with equipment • advocacy • support with benefits • advice • housing

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

SS MU 3.1 Understand sensory loss (M/601/3467)

Unit summary				
The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss.				
Assessment				
This unit is internally assessed.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**21 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that impact on an individual with sensory loss	1.1 Analyse how a range of **factors** can impact on individuals with **sensory loss**
	1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss
	1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision
2. Understand the importance of effective communication for individuals with sensory loss	2.1 Explain the methods of communication used by individuals with: • sight loss • hearing loss • deafblindness
	2.2 Describe how the environment facilitates effective communication for people with sensory loss
	2.3 Explain how effective communication may have a positive impact on lives of individuals with sensory loss
3. Understand the main causes and conditions of sensory loss	3.1 Identify the main causes of sensory loss
	3.2 Define congenital sensory loss and acquired sensory loss
	3.3 Identify the demographic factors that influence the incidence of sensory loss in the population
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: • sight loss • hearing loss • deafblindness
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status.
	4.3 Identify sources of support for those who may be experiencing onset of sensory loss

Range
1. Understand the factors that impact on an individual with sensory loss
1.1 Factors could include: • communication • information • familiar layouts and routines • mobility

Range
1.1 Sensory loss could include: • sight loss • hearing loss • deafblindness

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development Assessment Principles. Relationship to National Occupational Standards (NOS): • Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11

SS OP 3.1 Understand models of disability (F/601/3473)

Unit summary				
The purpose of this unit is to provide the learner with knowledge and understanding of models of disability				
Assessment				
This unit is internally assessed.				
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 the difference between models of disability	1.1 Outline the history and development of the medical, social and psychosocial models of disability
	1.2 Compare and contrast the medical, social and psychosocial models of disability
2. Understand how the adoption of models of disability can shape an individual's identity and experience	2.1 Analyse how the medical, social and psychosocial models of disability can impact on an individual's identity and experience
3. Understand how the adoption of models of disability can shape service delivery	3.1 Analyse how the medical, social and psychosocial models of disability can shape service delivery
	3.2 Evaluate how own practice promotes the wellbeing and quality of life of individuals

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Relationship to National Occupational Standards (NOS): • Sensory Services 1, 2, 3, 10, 11

SS OP 3.3 Support individuals with multiple conditions and/or disabilities (A/601/5190)

Unit summary				
The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	31 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Describe possible **multiple conditions and/or disabilities** that individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's **wellbeing** and quality of life
	1.3 Explain how multiple conditions and/or disabilities may impact on the individual's opportunity to participate in a range of **activities**
2. Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
	2.2 Explain the steps to take when actions may be outside of the scope of own role and responsibilities
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
	3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.4 Explain the importance of **informal networks** in providing support to individuals with multiple conditions and/or disabilities
4. Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in activities
	4.3 Support an individual to engage in activities that meet their needs and preferences
5. Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or **others** how well the activities have met the identified needs and preferences
	5.2 Reflect on own support to an individual to engage in activities
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
	5.4 Adapt own practice to support the needs of the individual

Range
1. Understand the impact of multiple conditions and/or disabilities on individuals
1.1 Multiple conditions and/or disabilities could include a combination of factors relating to: • sensory loss • physical health • mental health • physical disability • learning difficulty/disability • emotional health **1.2 Wellbeing**, for example**:** • emotional • psychological • physical **1.3 Activities** could include: • education • employment • leisure activities • social activities • household or domestic tasks
3. Understand the support available for individuals with multiple conditions and/or disabilities
3.4 Informal networks could include: • family • friends • neighbours • special interest groups
5. Be able to evaluate the support provided to an individual to engage in activities
5.1 Others could include: • other professionals • carers/family members • advocates • colleagues

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • Sensory Services 4

SS OP 3.4 Support individuals in the use of assistive technology (J/601/3541)

Unit summary				
The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 4	4 credits	32 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1 Research the range and purpose of assistive technology that is available to support individuals in own area of work
	1.2 Investigate the effectiveness of the most commonly used assistive technology in own area of work
	1.3 Explain how assistive technology can have a positive impact on the **wellbeing** and quality of life of individuals
2. Be able to support the selection of assistive technology with individuals	2.1 Explain own role and the roles of others in the provision of assistive technology for individuals
	2.2 Support an individual to access specialist information and support about assistive technology
	2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology
	2.4 Support an individual to select assistive technology to meet their needs and preferences
3. Be able to support the use of assistive technology aids with an individual	3.1 Prepare the environment to support the use of assistive technology with an individual
	3.2 Support the use of assistive technology following instructions or guidelines within boundaries of own role
	3.3 Record the use of assistive technology following procedures or agreed ways of working
	3.4 Explain when and to whom referrals for maintenance or repair would be made
4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1 Review the effectiveness of assistive technology against identified outcomes with individuals and/or **others**
	4.2 Provide feedback to others on the use of assistive technology
	4.3 Revise plans to use assistive technology to achieve identified outcomes with individuals and/or others
	4.4 Evaluate own practice in using assistive technology to meet identified outcomes
	4.5 Adapt own practice to support the needs of the individual

Range
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals
1.3 Wellbeing, for example: • emotional • psychological • physical
4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes
2.1 Others could include: • other professionals • carers/family members • advocates • colleagues

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • Sensory Services 4, 5,6,7,9 and 11

SS OP 3.7 Support individuals to access education, training or employment (H/601/3546)

Unit summary				
The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 4	4 credits	31 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the **wellbeing** and quality of life of individuals
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
	2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
	2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment
	3.2 Clarify the support provided by the various agencies
4. Be able to support an individual to identify and access education, training or employment that meets needs and preferences	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • language/communication needs
	4.2 Work with the individual and/or **others** to source accessible information on education, training or employment opportunities
	4.3 Support the individual to select preferred education, training or employment
	4.4 Support the individual to complete applications to access education, training or employment
	4.5 Support the individual to prepare for interview or selection for education, training or employment

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment
	5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes
	6.2 Review with the individual and/or others the continued support required to undertake education, training or employment
	6.3 Agree with the individual and/or others, adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Range
1. Understand the value of engagement in training, education or employment for individuals.
1.1 Wellbeing, for example: • emotional • psychological • physical
4. Be able to support an individual to identify and access education, training or employment that meets needs and preferences
4.2 Others could include: • other professionals • specialist employment agencies • careers services • job coach • learning providers • employers • carers/family members • advocates • colleagues

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • Sensory Services 5

SS OP 3.8 Enable individuals to negotiate environments (R/601/5180)

Unit summary				
The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	5 credits	34 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that may impact on an individual being able to negotiate their environments	1.1 Analyse how a range of **conditions and/or disabilities** may impact on individuals being able to negotiate environments
	1.2 Describe potential environmental barriers to individuals negotiating environments
	1.3 Establish how environmental barriers to individuals negotiating environments can be addressed
2. Be able to prepare to support an individual to negotiate an environment	2.1 Explain the scope of own role in supporting an individual to negotiate an environment
	2.2 Establish the **resources** that are available to support an individual to negotiate an environment
	2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments
	2.4 Work with **others** to develop a **plan** to support an individual to negotiate an environment
3. Be able to support the individual to negotiate an environment	3.1 Agree with the individual activities which require negotiating an environment
	3.2 Support an individual to negotiate an environment following agreed plan
	3.3 Provide information to the individual when negotiating an unfamiliar environment
4. Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1 Observe and record an individual's ability to negotiate an environment
	4.2 Evaluate the success of negotiating an environment with an individual and/or others
	4.3 Use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment
	4.4 Agree a revised plan with the individual and/or others
	4.5 Evaluate own contribution to supporting an individual to negotiate an environment

Range
1. Understand the factors that may impact on an individual being able to negotiate their environments
1.1 Conditions and/or disabilities could include factors relating to: • sensory loss • physical health • mental health

Range
• physical disability • learning difficulty/disability • emotional health
2. Be able to prepare to support an individual to negotiate an environment
2.2 Resources could include: • other professionals • assistive technology/aids **2.4 Others** could include: • other professionals • carers/family members • advocates • colleagues **2.4 Plan:** The plan must include risk assessment and it could also include: • environmental hazards • agreed methods of communication • level of support required • assistive technology/aids • other resources

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment. Relationship to National Occupational Standards (NOS): • Sensory Services 8, 9, 10, 11

NCFE assessment strategy

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

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

Knowledge LOs

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

Competence/skills LOs

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

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

Sector body assessment strategies and principles

Some units and qualifications must be assessed in line with a sector body's assessment strategy or principles. The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to these requirements for the units/qualifications they are assessing or quality assuring. To access a full copy of the sector body's requirements please refer to the relevant sector body website, useful links have been provided below:

Skills for Care: www.skillsforcare.org.uk
Skills for Health: www.skillsforhealth.org.uk

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

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

Section 4: support

Support materials

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

• Qualification Factsheet

Other support materials

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

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

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Contact us

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

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

Appendix A: units

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

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
LD 201	K/601/5315	Understand the context of supporting individuals with learning disabilities	2	4	35

Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
SHC 31	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
LD Op 206	H/601/5703	Principles of supporting an individual to maintain personal hygiene	2	1	10
LD 206 C	K/601/9963	Support individuals to maintain personal hygiene	2	2	17
LD 302	A/601/7215	Support person-centred thinking and planning	3	5	41
LD Op 303	D/601/7353	Promote active support	3	5	36
LD Op 305	J/601/6293	Understand positive risk-taking for individuals with disabilities	3	3	25
LD Op 307	A/601/6274	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21
LD 308	J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25
LD 310	T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28
LD 311C	F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40
LD 311K	M/601/7227	Principles of supporting young people with a disability to make the transition into adulthood	3	3	30
LD 312	K/601/7047	Support parents with disabilities	3	6	43

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
LD Op 314C	J/602/0053	Support individuals with self-directed support	3	5	35
LD 314K	M/601/7048	Principles of self-directed support	3	3	26
ADV 301	M/502/3146	Purpose and principles of independent advocacy	3	4	25
ADV 302	T/502/3147	Providing independent advocacy support	3	6	25
ADV 303	A/502/3148	Maintaining the independent advocacy relationship	3	6	25
CMH 301	F/602/0097	Understand mental wellbeing and mental health promotion	3	3	14
CMH 302	J/602/0103	Understand mental health problems	3	3	14
DEM 301	J/601/3538	Understand the process and experience of dementia	3	3	22
DEM 310	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23
HSC 3003	L/601/8028	Provide support to maintain and develop skills for everyday life	3	4	28
HSC 3004	L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	3	5	35
HSC 3012	M/601/9611	Prepare to support individuals within a shared lives arrangement	3	4	31
HSC 3013	F/601/7927	Support individuals to access and use services and facilities	3	4	25

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
HSC 3014	J/601/9601	Provide support for individuals within a shared lives arrangement	3	5	35
HSC 3019	R/601/8578	Support individuals in their relationships	3	4	27
HSC 3023	D/601/7904	Support individuals to manage their finances	3	3	20
HSC 3027	K/601/7906	Support individuals to access housing and accommodation services	3	4	24
HSC 3029	T/601/8282	Support individuals with specific communication needs	3	5	35
HSC 3033	M/601/7907	Support individuals during a period of change	3	4	29
HSC 3034	T/601/7908	Support individuals to prepare for and settle into new home environments	3	3	23
HSC 3038	H/601/8147	Work in partnership with families to support individuals	3	4	27
HSC 3045	F/601/3764	Promote positive behaviour	3	6	44
HSC 3056	K/601/9185	Support families in maintaining relationships in their wider social structures	3	4	33
HSC 3066	L/601/9549	Support positive risk-taking for individuals	3	4	32
PD OP 3.1	J/601/6150	Understand physical disability	3	3	22
PD OP 3.5	D/601/5750	Support families who have a child with a disability	3	3	23

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
SS MU 3.1	M/601/3467	Understand sensory loss	3	3	21
SS OP 3.1	F/601/3473	Understand models of disability	3	3	26
SS OP 3.3	A/601/5190	Support individuals with multiple conditions and/or disabilities	3	4	31
SS OP 3.4	J/601/3541	Support individuals in the use of assistive technology	4	4	32
SS OP 3.7	H/601/3546	Support individuals to access education, training or employment	4	4	31
SS OP 3.8	R/601/5180	Enable individuals to negotiate environments	3	5	34

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

Change history record

Version	Publication date	Description of change
v5.1	February 2020	Resources section added.
v5.2	June 2022	Updates made regarding: • English language statement • Entry requirements statement • Support handbook reference
v5.3	June 2023	Updates made regarding UCAS points.
v5.4	October 2023	Unit content visibility updated.
v5.5	November 2025	Optional units added to the Qualification Specification. Updated to new Qualification Specification template. Minor grammar and formatting fixes throughout.