



# Qualification specification

**NCFE CACHE Level 2 Diploma in Care**  
**QN: 603/2611/6**



*Meets Skills for Health qualification design criteria*



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## Summary of changes

This page summarises the changes to this qualification specification.

| Version | Publication date | Summary of amendments   |
|---------|------------------|---|
| v1.0    | January 2018     | First publication   |
| v2.0    | April 2018       | Additional unit:<br>AN 30: Understand the administration of medication<br>We added this unit to allow learners to have an administration of medication unit at level 3 within this qualification.   |
| v3.0    | August 2018      | Amendments relating to legislative changes – no teaching content has been affected.   |
| v3.1    | May 2019         | Updated unit aim to reflect the content for K/615/7244 AN 70: Provide support to manage pain and discomfort   |
|         |                  | Within unit Y/616/6523 HSC AS 6: Support individuals in the use of assistive living technology<br>Under unit guidance related to ' <b>types of assistive living technologies</b> ', the following bullet point has been made one sentence: <ul style="list-style-type: none"> <li>vital signs and physiological measurement – portable diagnostic equipment</li> </ul>  |
| v3.2    | October 2019     | AN 30: Updated unit aim to reflect the skills within the learning outcome.  |
| v3.3    | December 2019    | All units with skills based LOs now have the statement 'Learning outcome X, X and X must be assessed in a real work environment' added to the guidance section.<br><br>AN79: Promotion of general health and well-being<br>LO1 - 'Know the' prefix replaces 'Describe'<br>LO2 - 'Be able to' prefix added<br>LO3 - 'Understand' prefix replaces 'outline'<br><br>AHP 4: Principles of health promotion<br>LO1 - 'Know the' prefix replaces 'Describe'<br>LO2 - 'Be able to' prefix added<br>LO3 - 'Know the' prefix replaces 'State the'<br><br>Resources section added to Section 5 – information regarding the well-being and safeguarding of learners. |

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|------|-----------|---|
| v3.4 | June 2022 | Updates made regarding: <ul style="list-style-type: none"><li>• <a href="#">English language statement</a></li><li>• <a href="#">Entry requirements statement</a></li><li>• <a href="#">Terminology relating to Autism in this document</a></li><li>• <a href="#">Domestic Abuse Act 2021</a></li></ul> |
| v3.5 | June 2024 | Additional guidance regarding assessment principles has been added to page 365 in <a href="#">Section 4: Assessment and quality assurance information</a> .   |

## **Section 1: General introduction**

### About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification.

### How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

| Learning outcomes<br>The learner will:         | Assessment criteria<br>The learner can:                               | Evidence record<br>e.g. page number & method | Assessor judgement achieved<br>Initial and date |
|--|---|--|---|
| 1. Know substances which are commonly misused. | 1.1. List <b>categories</b> of substances which are commonly misused. |  |   |
|  | 1.2. Identify substances which are commonly misused.                  |  |   |



### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) comprises the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Barred units**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

#### Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see the chart in the Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

#### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

### The Public Website

Our public website address is: [www.ncfe.org.uk](http://www.ncfe.org.uk). The website contains information about all our qualifications, including:

- key facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

### **Equal opportunities**

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated NCFE website.

## Section 2: About this qualification

|                              |
|------------------------------|
| <b>Qualification summary</b> |
|------------------------------|

|  |   |
|--|---|
| <b>Title</b>   | NCFE CACHE Level 2 Diploma in Care  |
| <b>Qualification number</b>                                      | 603/2611/6  |
| <b>Aim</b>   | <p>This qualification will support learners to develop the knowledge and skills required to work in a range of clinical healthcare support settings and in health and adult care environments.</p> <p>The qualification is formed of mandatory and optional units. The mandatory units cover core competencies, while the optional units allow learners to choose from a variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.</p> <p>It covers a wide range of areas including dementia awareness, mental health and well-being, supporting individuals with their physical and emotional care, daily living needs and healthcare procedures.</p> <p>The content is also aligned with the knowledge and skills required for the Adult Care Worker and Healthcare Support Worker apprenticeship standards.</p> |
| <b>Purpose</b><br>Ofqual code and description (where applicable) | D. Confirm occupational competence and/or 'licence to practice'.  |
| <b>Total Qualification Time (hours)</b>                          | 460   |
| <b>Guided Learning (hours)</b>                                   | 307   |
| <b>Credit value</b>  | 46  |
| <b>Minimum age of learner</b>                                    | 16  |
| <b>Age ranges covered by the qualification</b>                   | 18+   |
| <b>Real work environment (RWE) requirement/ recommendation</b>   | Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.  |
| <b>Rules of combination</b>                                      | Learners must achieve a minimum of 46 credits to gain this qualification. Learners must achieve 24 credits from the mandatory units and a minimum of 22 credits from the optional units.  |

|  |   |
|--|---|
| <b>Apprenticeship standards</b>                              | <p>This qualification can be undertaken as part of the <b>Adult Care Worker</b> apprenticeship standard. If learners have not already achieved qualifications in English and Maths, Level 1 Functional Skills in English and Maths can also be taken.</p> <p>The content of this qualification is also linked to the knowledge and skills required for the <b>Healthcare Support Worker</b> apprenticeship standard.</p> <p>For Apprenticeship standards, the latest standard and assessment plan documents (available from <a href="http://www.gov.uk/government/collections/apprenticeship-standards">www.gov.uk/government/collections/apprenticeship-standards</a>) should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced.</p> |
| <b>Progression</b><br>including job roles (where applicable) | <p>The content of the qualification links with the knowledge and skills required for the <b>Adult Care Worker</b> and <b>Healthcare Support Worker</b> apprenticeship standards.</p> <p>Upon completion, learners can enter either the adult care or health workforces. The content is applicable to a variety of roles, including:</p> <ul style="list-style-type: none"> <li>• adult care worker</li> <li>• healthcare assistant/support worker</li> <li>• personal assistant.</li> </ul> <p>Units can also be used for continuing professional development in the learner's chosen field.</p>  |
| <b>Recommended assessment methods</b>                        | <p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units, as well as the whole qualification through a portfolio of evidence. Methods of assessment could include:</p> <ul style="list-style-type: none"> <li>• direct observation of learner by Assessor</li> <li>• witness evidence when directed by the sector skills assessment strategy</li> <li>• professional discussion</li> <li>• reflection on own practice in real work environments</li> <li>• written assignments</li> <li>• learner's own work products.</li> </ul>  |
| <b>Assessment principles</b>                                 | <p>This unit must be assessed in line with the <b>Joint Skills for Care and Skills for Health Assessment Principles</b>.</p> <p>Please refer to section 4 of this specification.</p>  |
| <b>Grading system</b>  | <p>Achieved/Not Yet Achieved.</p>   |

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|---|---|
| <b>How long will it take to complete?</b>   | Learners can usually complete the qualification within 12 months as standalone or within 18-24 months if taken as part of an apprenticeship standard.   |
| <b>Entry requirements / recommendations</b> | <p>Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p> |
| <b>Regulation information</b>               | This is a regulated qualification. The regulated number for this qualification is 603/2611/6.   |

### Qualification support

This qualification is supported by Skills for Care and meets the Skills for Health qualification design criteria.



### Section 3: Units

This qualification will support learners to develop the knowledge and skills required to work in a range of clinical healthcare support settings and in health and adult care environments.

The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.

It covers a wide range of areas including dementia awareness, mental health and well-being, supporting individuals with their physical and emotional care, daily living needs and healthcare procedures.

The content is also linked to the knowledge and skills required for the **Adult Care Worker** and **Healthcare Support Worker** apprenticeship standards. Upon completion, learners can enter either the adult care or health workforces. The content is applicable to a variety of roles, including:

- adult care worker
- healthcare assistant/support worker
- personal assistant.

#### **Mandatory and optional units**

This section is split into mandatory and optional units. The optional units contain health and health and social care units that link with the knowledge and skills required for the **Adult Care Worker** and **Healthcare Support Worker** apprenticeship standards.

The combination of units selected is the responsibility of the Centre. There is a mixture of knowledge and skills/competence, knowledge-only or skills/competence-only units to select from.

Centres:

- must support learners/apprentices to select units based on their role and employer requirements (if taken as part of an apprenticeship), reflecting the context in which they work
- can select from all the optional units within the qualification
- must ensure that the qualification's rules of combination are met and barred combinations are adhered to
- can use the Unit achievement log on the next page to help with the selection of units.

#### **Terminology relating to Autism in this document**

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

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

## Unit achievement log – Level 2 Diploma in Care

|   | Mandatory/<br>Optional | Unit no. | Unit ref.  | Unit title   | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|----------|------------|--|----------------------|-------|--------|----|-------|
|   | Mandatory              | DC1      | F/615/7136 | Communication in care settings                       | Knowledge/<br>Skills | 2     | 3      | 20 |       |
|   | Mandatory              | DC2      | J/615/7137 | Handle information in care settings                  | Knowledge/<br>Skills | 2     | 1      | 10 |       |
|   | Mandatory              | DC3      | L/615/7138 | Personal development in care settings                | Knowledge/<br>Skills | 2     | 3      | 23 |       |
|   | Mandatory              | DC4      | R/615/7139 | Implement person-centred approaches in care settings | Knowledge/<br>Skills | 2     | 5      | 39 |       |
|   | Mandatory              | DC5      | J/615/7140 | Equality and inclusion in care settings              | Knowledge/<br>Skills | 2     | 2      | 17 |       |
|   | Mandatory              | DC6      | L/615/7141 | Health, safety and well-being in care settings       | Knowledge/<br>Skills | 2     | 4      | 33 |       |
|   | Mandatory              | DCHS7    | R/615/7142 | Responsibilities of a care worker                    | Knowledge/<br>Skills | 2     | 2      | 16 |       |
| ☆ | Mandatory              | DC8      | Y/615/7143 | Duty of care   | Knowledge            | 2     | 1      | 7  |       |
| ☆ | Mandatory              | DCHS9    | D/615/7144 | Safeguarding and protection in care settings         | Knowledge            | 2     | 3      | 26 |       |

|   | Mandatory/<br>Optional | Unit no. | Unit ref.  | Unit title   | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|----------|------------|--|----------------------|-------|--------|----|-------|
| ☆ | Optional               | DHS 10   | J/615/7154 | The principles of infection prevention and control                               | Knowledge            | 2     | 3      | 30 |       |
| ☆ | Optional               | DHS 11   | L/615/7155 | Causes and spread of infection   | Knowledge            | 2     | 2      | 20 |       |
| ☆ | Optional               | DHS 12   | R/615/7156 | Cleaning, decontamination and waste management                                   | Knowledge            | 2     | 2      | 20 |       |
| ☆ | Optional               | DHS 13   | Y/615/7157 | Understand mental health problems  | Knowledge            | 3     | 3      | 16 |       |
| ☆ | Optional               | DHS 14   | D/615/7158 | Understand mental well-being and mental health promotion                         | Knowledge            | 3     | 3      | 20 |       |
| ☆ | Optional               | AHP 3    | T/615/7280 | Contribute to monitoring the health of individuals affected by health conditions | Knowledge/<br>Skills | 2     | 2      | 18 |       |
|   | Optional               | AHP 4    | H/615/7291 | Principles of health promotion   | Knowledge            | 2     | 2      | 13 |       |
|   | Optional               | AHP 20   | T/615/7215 | Provide support for mobility   | Knowledge/<br>Skills | 2     | 2      | 14 |       |
|   | Optional               | AHP 21   | A/615/7295 | Provide agreed support for foot care   | Knowledge/<br>Skills | 2     | 3      | 23 |       |

| <b>Mandatory/<br/>Optional</b> | <b>Unit no.</b> | <b>Unit ref.</b> | <b>Unit title</b>  | <b>Unit type</b>     | <b>Level</b> | <b>Credit</b> | <b>GL</b> | <b>Notes</b> |
|--------------------------------|-----------------|------------------|--|----------------------|--------------|---------------|-----------|--------------|
| Optional                       | AN 1            | J/615/7297       | Undertake physiological measurements                             | Knowledge/<br>Skills | 3            | 3             | 23        |              |
| Optional                       | AN 2            | K/615/7177       | Undertake personal hygiene activities with individuals           | Knowledge/<br>Skills | 2            | 3             | 24        |              |
| Optional                       | AN 5            | K/615/7325       | Obtain and test capillary blood samples                          | Knowledge/<br>Skills | 3            | 4             | 30        |              |
| Optional                       | AN 10           | F/615/7251       | Care for individuals with nasogastric tubes                      | Knowledge/<br>Skills | 3            | 3             | 19        |              |
| Optional                       | AN 15           | Y/615/7174       | Assist in the administration of medication                       | Knowledge/<br>Skills | 2            | 4             | 25        |              |
| Optional                       | AN 17           | M/615/7231       | Obtain and test specimens from individuals                       | Knowledge/<br>Skills | 2            | 2             | 15        |              |
| Optional                       | AN 25           | T/615/7229       | Move and position individuals in accordance with their care plan | Knowledge/<br>Skills | 2            | 4             | 26        |              |
| Optional                       | AN 28           | H/615/7324       | Undertake agreed pressure area care                              | Knowledge/<br>Skills | 2            | 4             | 30        |              |
| Optional                       | AN 30           | D/615/7368       | Understand the administration of medication                      | Knowledge/<br>Skills | 3            | 3             | 24        |              |

|   | Mandatory/<br>Optional | Unit no. | Unit ref.  | Unit title   | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|----------|------------|--|----------------------|-------|--------|----|-------|
| ★ | Optional               | AN 35    | M/615/7228 | Understand the process and experience of dementia        | Knowledge            | 3     | 3      | 22 |       |
|   | Optional               | AN 36    | A/615/7376 | Care for the elderly                                     | Knowledge/<br>Skills | 2     | 2      | 10 |       |
|   | Optional               | AN 38    | D/615/7323 | Support independence in the tasks of daily living        | Knowledge/<br>Skills | 2     | 5      | 37 |       |
| ★ | Optional               | AN 39    | R/615/7254 | Awareness of the Mental Capacity Act 2005                | Knowledge            | 3     | 3      | 28 |       |
|   | Optional               | AN 41    | M/615/7214 | Work in partnership with families to support individuals | Knowledge/<br>Skills | 3     | 3      | 27 |       |
|   | Optional               | AN 46    | D/615/7337 | Support individuals to live at home                      | Knowledge/<br>Skills | 3     | 4      | 29 |       |
| ★ | Optional               | AN 47    | K/615/7227 | Dementia awareness                                       | Knowledge            | 2     | 2      | 7  |       |
|   | Optional               | AN 50    | M/615/7326 | Support individuals at the end of life                   | Knowledge/<br>Skills | 3     | 6      | 50 |       |
|   | Optional               | AN 52    | F/615/7167 | Support individuals who are bereaved                     | Knowledge/<br>Skills | 3     | 4      | 30 |       |

| Mandatory/<br>Optional | Unit no. | Unit ref.  | Unit title  | Unit type            | Level | Credit | GL | Notes |
|------------------------|----------|------------|---|----------------------|-------|--------|----|-------|
| Optional               | AN 57    | J/615/7168 | Support individuals to access and use information about services and facilities | Knowledge/<br>Skills | 2     | 3      | 20 |       |
| Optional               | AN 63    | L/615/7186 | Support individuals to carry out their own healthcare procedures                | Knowledge/<br>Skills | 2     | 2      | 15 |       |
| Optional               | AN 64    | K/615/7230 | Support individuals to manage continence  | Knowledge/<br>Skills | 2     | 3      | 19 |       |
| Optional               | AN 65    | K/615/7258 | Support individuals who are distressed  | Knowledge/<br>Skills | 2     | 3      | 21 |       |
| Optional               | AN 68    | J/615/7204 | Support individuals to meet personal care needs                                 | Skills               | 2     | 2      | 16 |       |
| Optional               | AN 69    | F/615/7279 | Support individuals to eat and drink  | Skills               | 2     | 2      | 15 |       |
| Optional               | AN 70    | K/615/7244 | Provide support to manage pain and discomfort                                   | Knowledge/<br>Skills | 2     | 2      | 15 |       |
| Optional               | AN 71    | K/615/7339 | Provide support for sleep   | Knowledge/<br>Skills | 2     | 2      | 13 |       |
| Optional               | AN 72    | L/615/7320 | Support individuals with specific communication needs                           | Knowledge/<br>Skills | 3     | 5      | 35 |       |



| Mandatory/<br>Optional | Unit no. | Unit ref.  | Unit title  | Unit type            | Level | Credit | GL | Notes |
|------------------------|----------|------------|---|----------------------|-------|--------|----|-------|
| Optional               | AN 73    | H/615/7260 | Support individuals undergoing healthcare activities                                      | Knowledge/<br>Skills | 2     | 3      | 22 |       |
| Optional               | AN 79    | K/615/7292 | Promotion of general health and well-being  | Knowledge            | 2     | 2      | 12 |       |
| Optional               | AN 81    | J/615/7235 | Prepare individuals for healthcare activities   | Knowledge/<br>Skills | 2     | 2      | 9  |       |
| Optional               | AN 82    | M/615/7245 | Select and wear appropriate personal protective equipment for work in healthcare settings | Knowledge/<br>Skills | 2     | 2      | 15 |       |
| Optional               | AN 83    | D/615/7239 | Assist the practitioner to carry out healthcare activities                                | Knowledge/<br>Skills | 2     | 2      | 13 |       |
| Optional               | AN 84    | F/615/7248 | Monitor and maintain the environment and resources during and after healthcare            | Knowledge/<br>Skills | 2     | 3      | 20 |       |
| Optional               | AN 87    | F/615/7296 | Contribute to the care of a deceased person   | Knowledge/<br>Skills | 2     | 3      | 24 |       |
| Optional               | AN 98    | D/615/7256 | Contribute to the effectiveness of teams  | Knowledge/<br>Skills | 2     | 2      | 5  |       |

|   | Mandatory/<br>Optional | Unit no.     | Unit ref.  | Unit title  | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|--------------|------------|---|----------------------|-------|--------|----|-------|
|   | Optional               | HSC AS<br>1  | L/616/6521 | Support activities for individuals and groups that promote well-being     | Knowledge/<br>Skills | 2     | 4      | 30 |       |
|   | Optional               | HSC AS<br>6  | Y/616/6523 | Support Individuals in the use of assistive living technology             | Knowledge/<br>Skills | 2     | 3      | 19 |       |
|   | Optional               | HSC AS<br>13 | D/616/6524 | Support individuals to meet nutritional and hydration needs               | Knowledge/<br>Skills | 2     | 4      | 28 |       |
| ★ | Optional               | HSC AS<br>15 | L/616/6339 | Understand personalisation in adult care                                  | Knowledge            | 3     | 3      | 22 |       |
| ★ | Optional               | HSC AS<br>16 | K/616/6526 | Understand the principles of positive behaviour support                   | Knowledge            | 2     | 4      | 35 |       |
|   | Optional               | HSC AS<br>20 | T/616/6528 | Provide support for therapy sessions                                      | Knowledge/<br>Skills | 2     | 2      | 14 |       |
| ★ | Optional               | HSC AS<br>21 | M/616/6348 | Understand how to support individuals with foot care                      | Knowledge            | 2     | 3      | 25 |       |
|   | Optional               | HSC AS<br>22 | A/616/6529 | Support person-centred thinking, planning and review                      | Knowledge/<br>Skills | 2     | 4      | 30 |       |
|   | Optional               | HSC AS<br>24 | K/616/6350 | Facilitate person-centred assessment, planning, implementation and review | Knowledge/<br>Skills | 3     | 6      | 45 |       |



|   | Mandatory/<br>Optional | Unit no.     | Unit ref.  | Unit title   | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|--------------|------------|--|----------------------|-------|--------|----|-------|
|   | Optional               | HSC AS<br>25 | T/616/6531 | Contribute to the support of<br>positive risk-taking for individuals     | Knowledge/<br>Skills | 2     | 3      | 27 |       |
|   | Optional               | HSC AS<br>26 | A/616/6532 | Support care plan activities   | Knowledge/<br>Skills | 2     | 2      | 13 |       |
| ☆ | Optional               | HSC S<br>2   | F/616/6533 | Understand the impact of<br>acquired brain injury on                     | Knowledge            | 2     | 3      | 25 |       |
|   | Optional               | HSC S<br>1   | J/616/6534 | Support individuals with acquired<br>brain injury and their families and | Knowledge/<br>Skills | 2     | 3      | 25 |       |
| ☆ | Optional               | HSC S<br>5   | R/616/6536 | Understand autism spectrum<br>condition (ASC)                            | Knowledge            | 2     | 3      | 25 |       |
|   | Optional               | HSC S<br>6   | Y/616/6537 | Support individuals with autism<br>spectrum condition (ASC)              | Knowledge/<br>Skills | 3     | 4      | 33 |       |
|   | Optional               | HSC S<br>8   | D/616/6538 | Support individuals with<br>dementia                                     | Knowledge/<br>Skills | 2     | 4      | 35 |       |
| ☆ | Optional               | HSC S<br>10  | L/616/6356 | Diabetes awareness   | Knowledge            | 2     | 3      | 28 |       |
| ☆ | Optional               | HSC S<br>12  | H/616/6539 | Awareness of end of life care  | Knowledge            | 2     | 3      | 28 |       |

|   | Mandatory/<br>Optional | Unit no.    | Unit ref.  | Unit title  | Unit type            | Level | Credit | GL | Notes |
|---|------------------------|-------------|------------|---|----------------------|-------|--------|----|-------|
| ★ | Optional               | HSC S<br>15 | Y/616/6540 | Understanding learning disability   | Knowledge            | 2     | 3      | 25 |       |
|   | Optional               | HSC S<br>14 | D/616/6541 | Contribute to supporting individuals with learning disabilities to access healthcare        | Knowledge/<br>Skills | 2     | 3      | 27 |       |
| ★ | Optional               | HSC S<br>16 | Y/616/6361 | Principles of supporting individuals with a learning disability regarding sexuality and ... | Knowledge            | 3     | 3      | 21 |       |
|   | Optional               | HSC S<br>21 | H/616/6542 | Contribute to the support of individuals with multiple conditions and/or disabilities       | Knowledge/<br>Skills | 2     | 3      | 25 |       |
| ★ | Optional               | Unit 10     | Y/506/2880 | Understanding mental health   | Knowledge            | 2     | 4      | 40 |       |
|   | Optional               | HSC S<br>18 | K/616/6543 | Support mental well-being and mental health   | Knowledge/<br>Skills | 2     | 3      | 25 |       |
| ★ | Optional               | Unit 13     | F/505/8497 | Parkinson's disease awareness   | Knowledge            | 2     | 3      | 30 |       |
|   | Optional               | HSC S<br>23 | T/616/6366 | Support individuals with Parkinson's disease  | Knowledge/<br>Skills | 3     | 3      | 25 |       |



| Mandatory/<br>Optional | Unit no.    | Unit ref.  | Unit title   | Unit type            | Level | Credit | GL | Notes |
|------------------------|-------------|------------|--|----------------------|-------|--------|----|-------|
| Optional               | HSC S<br>25 | M/616/6544 | Awareness of sensory loss                                  | Knowledge            | 2     | 2      | 16 |       |
| Optional               | HSC S<br>27 | F/616/6371 | Support the assessment of<br>individuals with sensory loss | Knowledge/<br>Skills | 3     | 3      | 22 |       |
| Optional               | HSC S<br>28 | T/616/6545 | Support stroke care<br>management                          | Knowledge/<br>Skills | 2     | 3      | 28 |       |

## Barred unit combinations

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

| If taken   |          |   | cannot be taken ( <i>and vice versa</i> ) |          |  |
|------------|----------|---|---|----------|--|
| Unit ref.  | Unit no. | Unit title  | Unit ref.                                 | Unit no. | Unit title   |
| F/616/6533 | HSC S 2  | Understand the impact of acquired brain injury on individuals | J/616/6534                                | HSC S 1  | Support individuals with acquired brain injury and their families and carers |
| Y/506/2880 | Unit 10  | Understanding mental health                                   | K/616/6543                                | HSC S 18 | Support mental well-being and mental health                                  |
| Y/615/7174 | AN 15    | Assist in the administration of medication                    | D/615/7368                                | AN 30    | Understand the administration of medication                                  |

### Mapping to apprenticeship standards (mandatory units only)

#### DC2A COMMUNICATION

##### DC1: Communication in care settings

##### DC2: Handle information in care settings

##### Adult Care Worker Apprenticeship Standard

Knowledge:  
C. The importance of communication  
Skills:  
C. Communicating clearly and responsibly

##### Healthcare Support Worker Apprenticeship Standard

1. Communication

#### DC2B PERSONAL DEVELOPMENT

##### DC3: Personal development in care settings

##### Adult Care Worker Apprenticeship Standard

Knowledge:  
A. The job they have to do, their main tasks and responsibilities  
F. How to work professionally, including their own professional development  
Skills:  
A: The main tasks and responsibilities according to their job role  
F. Working professionally and seeking to develop their own professional development

##### Healthcare Support Worker Apprenticeship Standard

3. Personal and people development

| <b>DC2C VALUES AND BEHAVIOURS</b><br><b>DC4: Implement person-centred approaches in care settings</b><br><b>DC5: Equality and inclusion in care settings</b> |   |
|--|---|
| <b>Adult Care Worker<br/>Apprenticeship Standard</b>   | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>A. The job they have to do, their main tasks and responsibilities</li> <li>B. The importance of having the right values and behaviours</li> <li>E. How to promote health and well-being for the individuals they support and work colleagues</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>A: The main tasks and responsibilities according to their job role</li> <li>B. Treating people with respect and dignity and honouring their human rights</li> <li>E. Championing health and well-being for the individuals they support and for work colleagues</li> </ul> |
| <b>Healthcare Support Worker<br/>Apprenticeship Standard</b>   | <ul style="list-style-type: none"> <li>2. Health intervention</li> <li>2.1 Person-centred care and support</li> <li>5. Equality and diversity</li> </ul>  |

**DC2D HEALTH AND WELL-BEING****DC6: Health, safety and well-being in care settings****Adult Care Worker  
Apprenticeship Standard**

## Knowledge:

- A. The job they have to do, their main tasks and responsibilities
- D. How to support individuals to remain safe from harm (Safeguarding)

- E. How to promote health and well-being for the individuals they support and work colleagues

## Skills:

- A. The main tasks and responsibilities according to their job role
- D. Supporting individuals to remain safe from harm (Safeguarding)
- E. Championing health and well-being for the individuals they support and for work colleagues

**Healthcare Support Worker  
Apprenticeship Standard**

- 2. Health intervention
- 4. Health, safety and security

**DC2E RESPONSIBILITIES****DCHS7: Responsibilities of a care worker****DC8: Duty of care****Adult Care Worker  
Apprenticeship Standard**

## Knowledge:

- A. The job they have to do, their main tasks and responsibilities
- D. How to support individuals to remain safe from harm (Safeguarding)

E. How to promote health and well-being for the individuals they support and work colleagues

F. How to work professionally, including their own professional development

## Skills:

- A: The main tasks and responsibilities according to their job role
- D. Supporting individuals to remain safe from harm (Safeguarding)
- E. Championing health and well-being for the individuals they support and for work colleagues
- F. Working professionally and seeking to develop their own professional development

**Healthcare Support Worker  
Apprenticeship Standard**

3. Personal and people development

4.1 Duty of care

4.2 Safeguarding



| <b>DC2F1 SAFEGUARDING</b><br><b>DCHS9: Safeguarding and protection in care settings</b> |   |
|---|---|
| <b>Adult Care Worker<br/>Apprenticeship Standard</b>                                    | Knowledge:<br>D. How to support individuals to remain safe from harm (Safeguarding)<br><br>Skills:<br>D. Supporting individuals to remain safe from harm (Safeguarding) |
| <b>Healthcare Support Worker<br/>Apprenticeship Standard</b>                            | 2.1 Person-centred care and support<br>4.1 Duty of care<br>4.2 Safeguarding   |

|                    |
|--------------------|
| <b>Unit layout</b> |
|--------------------|

|   |  |
|---|--|
| <b>For each unit the following information has been provided:</b> |  |
| Unit title  | Provides a clear, concise explanation of the content of the unit.  |
| Organisation unit reference number                                | The unique number assigned by the owner of the unit.   |
| Unit reference  | The unique reference number given to each unit at qualification approval by Ofqual.  |
| Unit level  | Denotes the level of the unit within the framework.  |
| Unit credit value   | The value that has been given to the unit based on the expected learning time for an average learner.  |
| Unit aim  | Provides a brief outline of the unit content.  |
| Learning outcomes   | A statement of what a learner will know, understand or be able to do as a result of a process of learning.   |
| Assessment criteria   | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.  |
| Additional information*   | This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.   |
| Unit assessment guidance*   | Any additional guidance provided to support the assessment of the unit.  |
| Unit guided learning hours (GL)                                   | Hours attributed to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.. |

|                                    |  |
|------------------------------------|--|
| Unit title                         | Provides a clear, concise explanation of the content of the unit.  |
| Organisation unit reference number | The unique number assigned by the owner of the unit.   |
| Unit reference                     | The unique reference number given to each unit at qualification approval by Ofqual.  |
| Unit level                         | Denotes the level of the unit within the framework.  |
| Unit credit value                  | The value that has been given to the unit based on the expected learning time for an average learner.  |
| Unit aim                           | Provides a brief outline of the unit content.  |
| Learning outcomes                  | A statement of what a learner will know, understand or be able to do as a result of a process of learning.   |
| Assessment criteria                | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.  |
| Additional information*            | This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.   |
| Unit assessment guidance*          | Any additional guidance provided to support the assessment of the unit.  |
| Unit guided learning hours (GL)    | Hours attributed to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.. |

\* *Additional information* and *Unit assessment guidance* may not be provided for all units.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

|  |
|--|
| <b>Explanation of terms used at Level 2:</b> |
|--|

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

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

## Mandatory units

## DC1: Communication in care settings

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | F/615/7136  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand why communication is important in the <b>work setting</b> .                       | 1.1 Identify different reasons why people communicate.  |   |  |
|   | 1.2 Explain how effective communication affects all aspects of your own work.                                       |   |  |
|   | 1.3 Explain why it is important to observe an <b>individual's</b> reactions when communicating with them.           |   |  |
| 2. Be able to meet the communication and language needs, wishes and preferences of individuals. | 2.1 Find out an individual's communication and language needs, wishes and <b>preferences</b> .                      |   |  |
|   | 2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences. |   |  |
|   | 2.3 Show how and when to seek advice about communication.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                     | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 3. Be able to reduce barriers to communication.                                   | 3.1 Identify barriers to communication.  |   |  |
|   | 3.2 Demonstrate how to reduce barriers to communication in different ways.                                   |   |  |
|   | 3.3 Demonstrate ways to check that communication has been understood.  |   |  |
|   | 3.4 Identify sources of information, support and <b>services</b> to enable more effective communication.     |   |  |
| 4. Be able to apply principles and practices relating to confidentiality at work. | 4.1 Explain the term 'confidentiality'.  |   |  |
|   | 4.2 Demonstrate confidentiality in day-to-day communication, in line with <b>agreed ways of working</b> .    |   |  |
|   | 4.3 Describe situations where information normally considered to be confidential might need to be passed on. |   |  |
|   | 4.4 Explain how and when to seek advice about confidentiality.   |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0021 Support effective communication.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> |

**Additional information about the unit:**

## Unit guidance

**Care settings** e.g. adult, children and young people's health settings and adult care settings.

**Work setting** may include one specific location or a range of locations, depending on the context of a particular work role.

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

**Preferences** may be based on:

- beliefs
- values
- culture.

**Communication methods** may include:

a) non-verbal communication

- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication

- vocabulary
- linguistic tone
- pitch

c) technological aids.

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC1**

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

Assessor name:

Signature:

Date:

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

## DC2: Handle information in care settings

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | J/615/7137   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 1  | <b>GL</b>         | 10 |
| <b>Unit aim</b>       | This unit covers the knowledge and skills to be able to handle information in care settings. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the need for secure handling of information in care settings. | 1.1 Identify the legislation that relates to the recording, storage and sharing of information in <b>care settings</b> . |   |  |
|   | 1.2 Explain why it is important to have secure systems for recording and storing information in a care setting.          |   |  |
| 2. Know how to access support for handling information.                     | 2.1 Describe how to access guidance, information and advice about handling information.                                  |   |  |
|   | 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information.          |   |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 3. Be able to handle information in accordance with agreed ways of working. | 3.1 Keep records that are up to date, complete, accurate and legible.  |   |  |
|   | 3.2 Follow <b>agreed ways of working</b> for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information.</li> </ul> |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0021   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.</p> <p>Learning outcome 3 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC2**

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

Assessor name:

Signature:

Date:

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

## DC3: Personal development in care settings

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | L/615/7138   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 23 |
| <b>Unit aim</b>       | This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand what is required for competence in own work role. | 1.1 Describe the duties and responsibilities of own role.   |   |  |
|   | 1.2 Identify <b>standards</b> , regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role. |   |  |
|   | 1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice.   |   |  |
| 2. Be able to reflect on own work activities.                   | 2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice.  |   |  |
|   | 2.2 Assess how well own knowledge, skills and understanding meet standards.   |   |  |
|   | 2.3 Demonstrate the ability to reflect on work activities.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 3. Be able to agree a personal development plan.               | 3.1 Identify <b>sources of support</b> and how they can be used for own learning and development.            |   |  |
|  | 3.2 Describe the process for agreeing a <b>personal development plan</b> and <b>who should be involved</b> . |   |  |
|  | 3.3 Contribute and agree to own personal development plan.   |   |  |
| 4. Be able to develop own knowledge, skills and understanding. | 4.1 Describe how a learning activity has improved own knowledge, skills and understanding.                   |   |  |
|  | 4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding.             |   |  |
|  | 4.3 Explain the importance of <b>continuing professional development</b> .                                   |   |  |
|  | 4.4 Describe how feedback from <b>others</b> has developed own knowledge, skills and understanding.          |   |  |
|  | 4.5 Demonstrate how to record progress in relation to personal development.                                  |   |  |

| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0023, GEN12, GEN13.   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings</p> <p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of conduct and practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• National Occupational Standards.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• team members</li> <li>• other professionals.</li> </ul> <p><b>Continuing Professional Development (CPD)</b> refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> </ul> |

**Additional information about the unit:**

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC3**

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

Assessor name:

Signature:

Date:

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



## DC4: Implement person-centred approaches in care settings

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | R/615/7139  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 5   | <b>GL</b>         | 39 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand person-centred approaches for care and support. | 1.1 Define <b>person-centred values</b> .  |   |  |
|   | 1.2 Explain why it is important to work in a way that embeds person-centred values.  |   |  |
|   | 1.3 Explain why risk-taking can be part of a person-centred approach.  |   |  |
|   | 1.4 Explain how using an <b>individual's care plan</b> contributes to working in a person-centred way.                               |   |  |
| 2. Be able to work in a person-centred way.                   | 2.1 Find out the history, <b>preferences</b> , wishes and needs of the individual.   |   |  |
|   | 2.2 Apply person-centred values in day-to-day work taking into account the history, preferences, wishes and needs of the individual. |   |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|--|--|
| 3. Be able to establish consent when providing care or support. | 3.1 Explain the importance of establishing <b>consent</b> when providing care or support.                             |  |  |
|   | 3.2 Establish consent for an activity or action.  |  |  |
|   | 3.3 Explain what steps to take if consent cannot be readily established.  |  |  |
| 4. Be able to encourage active participation.                   | 4.1 Describe how <b>active participation</b> benefits an individual.  |  |  |
|   | 4.2 Identify possible barriers to active participation.   |  |  |
|   | 4.3 Demonstrate ways to reduce the barriers and encourage active participation.                                       |  |  |
| 5. Be able to support the individual's right to make choices.   | 5.1 Support an individual to make informed choices.   |  |  |
|   | 5.2 Use agreed risk-assessment processes to support the right to make choices.  |  |  |
|   | 5.3 Explain why a worker's personal views should not influence an individual's choices.                               |  |  |
|   | 5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others. |  |  |

| <b>Learning outcomes</b><br>The learner will:      | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 6. Be able to support the individual's well-being. | 6.1 Explain how an individual's identity and self-esteem are linked with <b>well-being</b> . |   |  |
|  | 6.2 Describe attitudes and approaches that are likely to promote an individual's well-being. |   |  |
|  | 6.3 Support an individual in a way that promotes a sense of identity and self-esteem.        |   |  |
|  | 6.4 Demonstrate ways to contribute to an environment that promotes well-being.               |   |  |
|  | 6.5 Recognise and respond to changes in physical and mental health.                          |   |  |
|  | 6.6 Explain the importance of good nutrition and hydration.                                  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0024 Support the safeguarding of individuals.<br>SCDHSC0026 Support individuals to access information on services and facilities.<br>SCDHSC0234 Uphold the rights of individuals.<br>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness. |
| Additional unit assessment requirements               | This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.<br><br>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.  |
| Unit guidance   | <b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings.<br><br><b>Person-centred values</b> include:   |

**Additional information about the unit:**

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership.

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

A **care plan** may be known by other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

**Preferences** may be based on:

- beliefs
- values
- culture.

**Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

**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.

**Well-being** may include aspects that are:

- social
- emotional

**Additional information about the unit:**

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC4**

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

Assessor name:

Signature:

Date:

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

## DC5: Equality and inclusion in care settings

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | J/615/7140  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 17 |
| <b>Unit aim</b>       | This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:           | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the importance of equality and inclusion. | 1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination.</li> </ul> |   |  |
|   | 1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the <b>work setting</b> .  |   |  |
|   | 1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination.  |   |  |
| 2. Be able to work in an inclusive way.                 | 2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role.                                      |   |  |
|   | 2.2 Show interaction with <b>individuals</b> that respects their beliefs, culture, values and preferences.  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.3 Describe how to challenge discrimination in a way that encourages change.                               |   |  |
| 3. Know how to access information, advice and support about diversity, equality and inclusion. | 3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion. |   |  |
|  | 3.2 Describe how to access information, advice and support about diversity, equality and inclusion.         |   |  |
|  | 3.3 Identify when to access information, advice and support about diversity, equality and inclusion.        |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0024   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings.</p> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC5**

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

Assessor name:

Signature:

Date:

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



## DC6: Health, safety and well-being in care settings

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/615/7141  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 33 |
| <b>Unit aim</b>       | The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting. | 1.1 Identify legislation relating to general health and safety in a care work setting.  |   |  |
|  | 1.2. Outline the main points of the health and safety <b>policies and procedures</b> agreed with the employer.  |   |  |
|  | 1.3 Outline the main <b>health and safety</b> responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others</b> in the <b>work setting</b>.</li> </ul> |   |  |
|  | 1.4 Identify <b>tasks</b> relating to health and safety that should not be carried out without special training.  |   |  |
|  | 1.5 Explain how to access additional support and information relating to health and safety.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 2. Understand the use of risk assessments in relation to health and safety. | 2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities. |   |  |
|   | 2.2 Explain how and when to report potential health and safety risks that have been identified.                                      |   |  |
|   | 2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns.                             |   |  |
| 3. Understand procedures for responding to accidents and sudden illness.    | 3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting.                                   |   |  |
|   | 3.2 Outline the procedures to be followed if an accident or sudden illness should occur.   |   |  |
| 4. Be able to reduce the spread of infection.                               | 4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection.      |   |  |
|   | 4.2 Explain the causes and spread of infection in care settings.   |   |  |
|   | 4.3 Demonstrate the recommended method for hand-washing settings.  |   |  |
|   | 4.4 Demonstrate the <b>use of Personal Protective Equipment (PPE)</b> and when to use it.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.   |   |  |
| 5. Be able to move and handle equipment and objects safely.   | 5.1 Identify legislation that relates to moving and handling.  |   |  |
|   | 5.2 Explain principles for moving and handling equipment and other objects safely.   |   |  |
|   | 5.3 Demonstrate how to move and handle equipment and objects safely.   |   |  |
| 6. Know how to handle hazardous substances and materials.     | 6.1 Describe hazardous substances and materials that may be found in the work setting.   |   |  |
|   | 6.2 Explain safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials.</li> </ul> |   |  |
| 7. Understand how to promote fire safety in the work setting. | 7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading.</li> </ul>   |   |  |
|   | 7.2 Describe emergency procedures to be followed in the event of a fire in the work setting.   |   |  |
|   | 7.3 Explain the importance of maintaining clear evacuation routes at all times.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 8. Be able to implement security measures in the work setting. | 8.1 Use <b>agreed ways of working</b> for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>premises</li> <li>information.</li> </ul> |   |  |
|  | 8.2 Implement measures to protect own security and the security of others in the work setting.   |   |  |
|  | 8.3 Explain the importance of ensuring that others are aware of own whereabouts.   |   |  |
| 9. Know how to manage own stress.                              | 9.1 Identify common signs and indicators of <b>stress</b> in self and others.  |   |  |
|  | 9.2 Identify circumstances and factors that tend to trigger stress in self and others.   |   |  |
|  | 9.3 Describe ways to manage stress and how to access <b>sources of support</b> .   |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0022   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.</p> <p>Learning outcomes 4, 5 and 8 must be assessed in a real work environment.</p> |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings.</p> <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Health and safety</b> could be in relation to the safety of yourself, your colleagues or the people you support.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Work setting</b> may include one specific location or a range of locations, depending on the context of a particular work role.</p> <p><b>Tasks</b> that the learner should not carry out without special training may include those relating to:</p> <ul style="list-style-type: none"> <li>• use of equipment</li> <li>• first aid</li> <li>• medication</li> <li>• healthcare procedures</li> <li>• food handling and preparation.</li> </ul> <p><b>Use of Personal, Protective Equipment (PPE):</b> The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. In some cases, appropriate use may mean that, after consideration, PPE is not required.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Stress</b> can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC6**

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

Assessor name:

Signature:

Date:

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

## DCHS7: Responsibilities of a care worker

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | R/615/7142  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 16 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer, and work in partnership with others. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand working relationships in care settings.         | 1.1 Explain how a working relationship is different from a personal relationship.                                    |   |  |
|   | 1.2 Describe different working relationships in <b>care settings</b> .   |   |  |
| 2. Be able to work in ways that are agreed with the employer. | 2.1 Describe why it is important to adhere to the agreed scope of the job role.                                      |   |  |
|   | 2.2 Access full and up-to-date details of <b>agreed ways of working</b> .  |   |  |
|   | 2.3 Work in line with agreed ways of working.  |   |  |
|   | 2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care. |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|--|--|
| 3. Be able to work in partnership with others. | 3.1 Explain why it is important to work in partnership with <b>others</b> .  |  |  |
|  | 3.2 Demonstrate ways of working that can help improve partnership working.   |  |  |
|  | 3.3 Identify skills and approaches needed for resolving conflicts.   |  |  |
|  | 3.4 Access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts.</li> </ul> |  |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0023 Develop your own knowledge and practice.<br>SCDHSC0024 Support the safeguarding of individuals.   |
| Additional unit assessment requirements               | This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in a real work environment. |



**Additional information about the unit:**

Unit guidance

**Care settings** e.g. adult, children and young people's health settings and adult care settings.

**Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers.

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

**Others** may include:

- team members and colleagues
- other professionals
- individual people who require care or support
- families, friends, advocates or others who are important to individual people.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DCHS7**

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

Assessor name:

Signature:

Date:

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

## DC8: Duty of care



|                       |  |                   |   |
|-----------------------|--|-------------------|---|
| <b>Unit reference</b> | Y/615/7143   | <b>Unit level</b> | 2 |
| <b>Credit value</b>   | 1  | <b>GL</b>         | 7 |
| <b>Unit aim</b>       | This unit covers the knowledge required to understand duty of care and own role in this. |                   |   |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the implications of duty of care.  | 1.1 Define the term 'duty of care'.  |   |  |
|  | 1.2 Describe how duty of care relates to duty of <b>candour</b> .                                |   |  |
|  | 1.3 Describe how the duty of care affects own work role.   |   |  |
| 2. Understand support available for addressing dilemmas that may arise about duty of care. | 2.1 Describe dilemmas that may arise between the duty of care and an <b>individual's</b> rights. |   |  |
|  | 2.2 Explain where to get additional support and advice about how to resolve such dilemmas.       |   |  |
| 3. Know how to respond to complaints.  | 3.1 Describe the process to follow when responding to complaints.                                |   |  |
|  | 3.2 Identify the main points of agreed procedures for handling complaints.                       |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0024   |
| Additional unit assessment requirements               | This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.   |
| Unit guidance   | <p><b>Candour:</b> being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DC8**

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

Assessor name:

Signature:

Date:

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

## DCHS9: Safeguarding and protection in care settings



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | D/615/7144   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 26 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:    | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand principles of safeguarding adults. | 1.1 Explain the term 'safeguarding'.   |   |  |
|  | 1.2 Explain own role and responsibilities in safeguarding individuals.   |   |  |
|  | 1.3 Define the following terms: <ul style="list-style-type: none"> <li>physical abuse</li> <li><b>domestic abuse</b></li> <li>sexual abuse</li> <li>emotional/ psychological abuse</li> <li>financial/material abuse</li> <li>modern slavery</li> <li>discriminatory abuse</li> <li>institutional /organisational abuse</li> <li>self-neglect</li> <li>neglect by others.</li> </ul> |   |  |
|  | 1.4 Describe harm.   |   |  |
|  | 1.5 Describe restrictive practices.  |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|--|--|
| 2. Know how to recognise signs of abuse.              | 2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• physical abuse</li> <li>• domestic abuse</li> <li>• sexual abuse</li> <li>• emotional/ psychological abuse</li> <li>• financial/material abuse</li> <li>• modern slavery</li> <li>• discriminatory abuse</li> <li>• institutional/ organisational abuse</li> <li>• self-neglect</li> <li>• neglect by others</li> </ul> |  |  |
|   | 2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse.   |  |  |
| 3. Know how to respond to suspected or alleged abuse. | 3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused.  |  |  |
|   | 3.2 Explain the actions to take if an individual alleges that they are being abused.  |  |  |
|   | 3.3 Identify ways to ensure that evidence of abuse is preserved.  |  |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 4. Understand the national and local context of safeguarding and protection from abuse. | 4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse.  |   |  |
|   | 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.  |   |  |
|   | 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect.  |   |  |
|   | 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle-blowing</b> .   |   |  |
|   | 4.5 Identify when to seek support in situations beyond your experience and expertise.   |   |  |
| 5. Understand ways to reduce the likelihood of abuse.                                   | 5.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal safety.</li> </ul> |   |  |
|   | 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.  |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention.  |   |  |
| 6. Know how to recognise and report unsafe practices. | 6.1 Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals.   |   |  |
|   | 6.2 Explain the actions to take if unsafe practices have been identified.  |   |  |
|   | 6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.  |   |  |
| 7. Understand principles for online safety.           | 7.1 Describe the potential risks presented by: <ul style="list-style-type: none"> <li>the use of electronic communication devices</li> <li>the use of the internet</li> <li>the use of social networking sites</li> <li>carrying out financial transactions online.</li> </ul> |   |  |
|   | 7.2 Explain ways of reducing the risks presented by each of these types of activity.   |   |  |
|   | 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices.  |   |  |

| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0024 Support the safeguarding of individuals.<br>SCDHSC0035 Promote the safeguarding of individuals.  |
| Additional unit assessment requirements               | This unit must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles.  |
| Unit guidance   | <p><b>Care settings</b> e.g. adult, children and young people's health settings and adult care settings.</p> <p><b>Domestic abuse</b> should include acts of control and coercion. Domestic Abuse Act 2021 (received royal ascent April 2021) is a key piece of legislation relating to safeguarding, that practitioners working with adults and children will need to be aware of. It is a new piece of legislation and not all of the sections are active yet<br/> <a href="https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet">https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet</a></p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• a setting or situation</li> <li>• the individual.</li> </ul> <p>An <b>individual</b> will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p><b>The actions to take</b> constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> <li>• a colleague</li> <li>• someone in the individual's personal network</li> <li>• the learner</li> <li>• the learner's line manager</li> <li>• others.</li> </ul> <p><b>Local systems</b> may include:</p> <ul style="list-style-type: none"> <li>• employer/organisational policies and procedures</li> <li>• multi-agency adult protection arrangements for a locality.</li> </ul> <p><b>Whistle-blowing</b><br/> A whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct.</p> |



**Additional information about the unit:****Person-centred values** include:

- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- partnership
- care
- compassion
- courage
- communication
- competence.

**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.

**Unsafe practices** may include:

- poor working practices
- resource difficulties
- operational difficulties.

**Well-being** may include aspects that are:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DCHS9**

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

Assessor name:

Signature:

Date:

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

Optional units

## DHS 10: The principles of infection prevention and control



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | J/615/7154   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand own and others' roles and responsibilities in the prevention and control of infections. | 1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection.                    |   |  |
|   | 1.2 Explain employers' responsibilities in relation to the prevention and control of infection.                              |   |  |
| 2. Understand legislation and policies relating to prevention and control of infections.              | 2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection. |   |  |
|   | 2.2 Identify local and organisational policies relevant to the prevention and control of infection.                          |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|--|--|
| 3. Understand systems and procedures relating to the prevention and control of infections.                             | 3.1 Describe procedures and systems relevant to the prevention and control of infection.                    |  |  |
|  | 3.2 Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation. |  |  |
| 4. Understand the importance of risk assessment in relation to the prevention and control of infections.               | 4.1 Define the term 'risk'.   |  |  |
|  | 4.2 Outline potential risks of infection within the workplace.  |  |  |
|  | 4.3 Describe the process of carrying out a risk assessment.   |  |  |
|  | 4.4 Explain the importance of carrying out a risk assessment.   |  |  |
| 5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections. | 5.1 Demonstrate correct use of PPE.   |  |  |
|  | 5.2 Identify different types of PPE.  |  |  |
|  | 5.3 Explain the reasons for use of PPE.   |  |  |
|  | 5.4 State current relevant regulations and legislation relating to PPE.                                     |  |  |
|  | 5.5 Describe employees' responsibilities regarding the use of PPE.  |  |  |
|  | 5.6 Describe employers' responsibilities regarding the use of PPE.  |  |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:                           | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 5.7 Describe the correct practice in the application and removal of PPE. |   |  |
|  | 5.8 Describe the correct procedure for disposal of used PPE.             |   |  |
| 6. Understand the importance of good personal hygiene in the prevention and control of infections. | 6.1 Describe the key principles of good personal hygiene.                |   |  |
|  | 6.2 Demonstrate good hand-washing technique.                             |   |  |
|  | 6.3 Identify the correct sequence for hand washing.                      |   |  |
|  | 6.4 Explain when and why hand washing should be carried out.             |   |  |
|  | 6.5 Describe the types of products that should be used for hand washing. |   |  |
|  | 6.6 Describe correct procedures that relate to skincare.                 |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | IPC01.2012   |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.                           |
| Unit guidance   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 10**

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

Assessor name:

Signature:

Date:

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

## DHS 11: Causes and spread of infection



|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/615/7155  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit is to enable the learner to understand the causes of infection, and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body, and key factors that may lead to infection occurring. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the causes of infection.        | 1.1 Identify the differences between bacteria, viruses, fungi and parasites.                     |   |  |
|   | 1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.   |   |  |
|   | 1.3 Describe what is meant by infection and colonisation.  |   |  |
|   | 1.4 Explain what is meant by systemic infection and localised infection.                         |   |  |
|   | 1.5 Identify <b>poor practices</b> that may lead to the spread of infection.                     |   |  |
|   | 1.6 Identify how an understanding of poor practices can be applied to own professional practice. |   |  |



| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 2. Understand the transmission of infection.  | 2.1 Explain the conditions needed for the growth of microorganisms.                      |   |  |
|   | 2.2 Explain the ways an infective agent might enter the body.                            |   |  |
|   | 2.3 Identify common sources of infection.  |   |  |
|   | 2.4 Explain how infective agents can be transmitted to a person.                         |   |  |
|   | 2.5 Identify the key factors that will make it more likely that infection will occur.    |   |  |
|   | 2.6 Discuss the role of a national public health body in communicable disease outbreaks. |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | IPC2.2012   |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.      |
| Unit guidance   | <b>Poor practices:</b> soiled linen and clinical waste should be covered for assessment criteria 1.5 and 1.6. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 11**

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

Assessor name:

Signature:

Date:

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

## DHS 12: Cleaning, decontamination and waste management



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | R/615/7156   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit provides the knowledge and understanding of the correct way of maintaining a clean environment in accordance with national policies. Learners will gain an understanding of the procedures to follow to decontaminate an area from infection and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand how to maintain a clean environment.                     | 1.1 State the general principles for environmental cleaning.                                  |   |  |
|  | 1.2 Explain the purpose of cleaning schedules.  |   |  |
|  | 1.3 Describe how the correct management of the environment minimises the spread of infection. |   |  |
|  | 1.4 Explain the reason for the national policy for colour coding of cleaning equipment.       |   |  |
| 2. Understand the principles and steps of the decontamination process. | 2.1 Describe the three steps of the decontamination process.                                  |   |  |
|  | 2.2 Describe how and when cleaning agents are used.   |   |  |
|  | 2.3 Describe how and when disinfecting agents are used.                                       |   |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process.   |   |  |
|   | 2.5 Explain the concept of risk in dealing with specific types of contamination.                  |   |  |
|   | 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate. |   |  |
|   | 2.7 Describe how equipment should be cleaned and stored.  |   |  |
| 3. Understand the importance of good waste management practice. | 3.1 Identify the different categories of waste and the associated risks.                          |   |  |
|   | 3.2 Explain how to dispose of the different types of waste safely and without risk to others.     |   |  |
|   | 3.3 Explain how waste should be stored prior to collection.                                       |   |  |
|   | 3.4 Identify the legal responsibilities in relation to waste management.                          |   |  |
|   | 3.5 State how to reduce the risk of sharps injury.  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | IPC3.2012  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 12**

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

Assessor name:

Signature:

Date:

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

## DHS 13: Understand mental health problems



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/615/7157   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 16 |
| <b>Unit aim</b>       | This unit aims to provide the learner with knowledge of the main forms of mental ill health 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 ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the types of mental ill health. | 1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>• mood disorders</li> <li>• personality disorders</li> <li>• anxiety disorders</li> <li>• psychotic disorders</li> <li>• substance-related disorders</li> <li>• eating disorders</li> <li>• cognitive disorders.</li> </ul> |   |  |
|   | 1.2 Explain the key strengths and limitations of the psychiatric classification system.  |   |  |
|   | 1.3 Explain alternative frameworks for understanding mental distress.  |   |  |
|   | 1.4 Explain indicators of mental ill health.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 2. Understand the impact of mental ill health on individuals and others in their social network. | 2.1 Explain how <b>individuals</b> experience discrimination.   |   |  |
|  | 2.2 Explain the <b>effects</b> mental ill health may have on an individual.                                       |   |  |
|  | 2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network. |   |  |
|  | 2.4 Explain how to intervene to promote an individual's mental health and well-being.                             |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC3111, MH14  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles.  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Assessment criteria 2.2 and 2.3 should cover:</p> <p><b>Effects:</b></p> <ul style="list-style-type: none"> <li>• psychological and emotional impacts</li> <li>• behaviour</li> <li>• physical health</li> <li>• practical and financial impacts</li> <li>• the impact of using services</li> <li>• social exclusion</li> <li>• positive impacts.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: DHS 13**

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

Assessor name:

Signature:

Date:

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



## DHS 14: Understand mental well-being and mental health promotion



|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/615/7158  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the different views on the nature of mental well-being 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 well-being and mental health.  |   |  |
|  | 1.2 Explain the range of factors that may influence mental well-being and mental health problems across the <b>life span</b> , including: <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors</li> <li>• emotional factors.</li> </ul> |   |  |
|  | 1.3 Explain how <b>risk factors</b> and <b>protective factors</b> influence levels of resilience in <b>individuals</b> and groups in relation to mental well-being and mental health.   |   |  |
| 2. Know how to implement an effective strategy for promoting mental well-being and mental health with  | 2.1 Explain the steps that an individual may take to promote their mental well-being and mental health.   |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| individuals and groups.                       | 2.2 Explain how to support an individual in promoting their mental well-being and mental health.  |   |  |
|   | 2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health.  |   |  |
|   | 2.4 Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community. |   |  |
|   | 2.5 Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.                |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | MH14   |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's and Skills for Care's Assessment Principles. |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Life span:</b> Learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.</p> <p><b>Risk factors:</b> including inequalities, poor-quality social relationships.</p> <p><b>Protective factors:</b> including socially valued roles, social support and contact.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** DHS 14

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

Assessor name:

Signature:

Date:

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

## AHP 3: Contribute to monitoring the health of individuals affected by health conditions

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | T/615/7280   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 18 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand monitoring of the health of individuals affected by health conditions.             | 1.1 Explain the importance of monitoring the <b>health</b> of <b>individuals</b> affected by a health condition.  |   |  |
|  | 1.2 Describe ways in which the health of individuals can be monitored.  |   |  |
| 2. Be able to carry out observations of the health of individuals affected by health conditions. | 2.1 Identify what <b>observations</b> have been agreed to monitor the health condition of an individual.  |   |  |
|  | 2.2 Carry out required observations in ways that: <ul style="list-style-type: none"> <li>• respect the individual's dignity and privacy</li> <li>• reassure the individual and minimise any fears or concerns.</li> </ul> |   |  |

| <b>Learning outcomes</b><br>The learner will:                  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|--|--|
| 3. Be able to record and report on observations.               | 3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being.                   |  |  |
|  | 3.2 Record required indicators of an individual's condition.   |  |  |
|  | 3.3 Report changes in the individual's condition.  |  |  |
|  | 3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required. |  |  |
| 4. Be able to respond to changes in an individual's condition. | 4.1 Take immediate action when changes in an individual's health cause concern.  |  |  |
|  | 4.2 Work with <b>others</b> to review information about changes in an individual's health.                                       |  |  |
|  | 4.3 Clarify own understanding about changes to requirements for monitoring.  |  |  |
|  | 4.4 Implement required changes to monitoring processes.  |  |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0224.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p> |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Health</b> may include aspects that affect:</p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• psychological well-being.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Observations</b> may include:</p> <ul style="list-style-type: none"> <li>• informal observations</li> <li>• physical measurements</li> <li>• other agreed ways of monitoring.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• family members</li> <li>• line manager</li> <li>• other professionals</li> <li>• others who are important to the individual's well-being.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 3**

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

Assessor name:

Signature:

Date:

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

## AHP 4: Principles of health promotion



|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | H/615/7291  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 13 |
| <b>Unit aim</b>       | The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Know the factors that influence health.    | 1.1 Define concepts of health and health promotion.  |   |  |
|   | 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health. |   |  |
|   | 1.3 Explore national health policies and local initiatives.  |   |  |
| 2. Be able to explore behaviour change.       | 2.1 Outline theories of behaviour change.  |   |  |
|   | 2.2 Discuss factors that influence behaviour change.   |   |  |
|   | 2.3 Investigate barriers to change.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                    | <b>Assessment criteria</b><br>The learner can:                       | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 3. Know the role of effective communication in health promotion. | 3.1 Identify appropriate and inappropriate methods of communication. |   |  |
|  | 3.2 Outline the range of health promotion communication methods.     |   |  |
|  | 3.3 Discuss the effectiveness of health promotion materials.         |   |  |

**Additional information about the unit:**

|   |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | PHP13, 14, 15 & 16,<br>OH2.2012, CVDED2, CVD ED3.   |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 4**

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

Assessor name:

Signature:

Date:

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



## AHP 20: Provide support for mobility

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | T/615/7215   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 14 |
| <b>Unit aim</b>       | This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the importance of mobility.      | 1.1 Define mobility.  |   |  |
|  | 1.2 Explain how different health conditions may affect and be affected by mobility.   |   |  |
|  | 1.3 Outline the effects that reduced mobility may have on an <b>individual's well-being</b> .                                   |   |  |
|  | 1.4 Describe the benefits of maintaining and improving mobility.  |   |  |
| 2. Be able to prepare for mobility activities. | 2.1 Agree <b>mobility activities</b> with the individual and <b>others</b> , according to the individual's needs and abilities. |   |  |
|  | 2.2 Remove or minimise hazards in the environment before a mobility activity.   |   |  |
|  | 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility.                                     |   |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.4 Check the suitability of <b>mobility equipment and appliances</b> for the individual.  |   |  |
|   | 2.5 Check the safety and cleanliness of mobility equipment and appliances.   |   |  |
| 3. Be able to support individuals to keep mobile.                           | 3.1 Promote the <b>active participation</b> of the individual during a mobility activity.  |   |  |
|   | 3.2 Assist an individual to use mobility appliances correctly and safely.  |   |  |
|   | 3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person.  |   |  |
|   | 3.4 Give feedback and encouragement to the individual during mobility activities.  |   |  |
| 4. Be able to observe, record and report on activities to support mobility. | 4.1 Record observations of mobility activity.  |   |  |
|   | 4.2 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided.</li> </ul> |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0215   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Mobility activities</b> may include:</p> <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Mobility equipment and appliances</b> may include:</p> <ul style="list-style-type: none"> <li>• wheel chairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances.</li> </ul> <p><b>Active participation</b> 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.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 20**

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

Assessor name:

Signature:

Date:

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

## AHP 21: Provide agreed support for foot care

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | A/615/7295  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 23 |
| <b>Unit aim</b>       | This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the signs and causes of foot and toenail abnormalities. | 1.1 Describe the effects of common medical conditions on the feet and toenails.                                     |   |  |
|   | 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails. |   |  |
| 2. Be able to provide support for assessed foot care needs.           | 2.1 Ascertain information about an <b>individual's</b> assessed foot care needs.                                    |   |  |
|   | 2.2 Ensure the setting for foot care meets the individual's <b>preferences</b> and maintains privacy.               |   |  |
|   | 2.3 Gain consent to provide treatment to the individual.  |   |  |
|   | 2.4 Prepare the equipment required for treatment.   |   |  |
|   | 2.5 Prepare the individual's feet for treatment, in a way that promotes <b>active participation</b> .               |   |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.6 Describe how and when to access additional guidance about assessed foot care needs.          |   |  |
| 3. Be able to promote the individual's engagement in their own foot care. | 3.1 Support the individual's understanding of any treatments, equipment or dressings to be used. |   |  |
|   | 3.2 Invite feedback from the individual on how their foot care is carried out.                   |   |  |
|   | 3.3 Explain why advice should not be given unless agreed with the podiatrist.                    |   |  |
| 4. Be able to provide foot care safely.                                   | 4.1 Carry out agreed foot care treatments in accordance with instructions.                       |   |  |
|   | 4.2 Operate equipment safely and in accordance with instructions.                                |   |  |
|   | 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks.      |   |  |
|   | 4.4 Dispose of waste products safely.  |   |  |
|   | 4.5 Provide follow-up instructions to individual on completion of treatment.                     |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 5. Be able to record and report on foot care.         | 5.1 Record the condition of the individual's feet before treatment.  |   |  |
|   | 5.2 Record treatments carried out.   |   |  |
|   | 5.3 Explain how to record any adverse reactions or responses to treatments or dressings.   |   |  |
|   | 5.4 Report on foot care treatments, conditions and reactions in agreed ways.   |   |  |
| <b>Additional information about the unit:</b>         |  |   |  |
| Relationship to National Occupational Standards (NOS) | CHS 150.   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment..  |   |  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Active participation</b> 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.</p> |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AHP 21**

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

Assessor name:

Signature:

Date:

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



## AN 1: Undertake physiological measurements

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | J/615/7297   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 23 |
| <b>Unit aim</b>       | This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

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

| <b>Learning outcomes</b><br>The learner will:             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> <li>• factors affecting respiratory rates in ill and well individuals.</li> </ul>   |   |  |
|   | 2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> <li>• normal pulse rates limits</li> <li>• factors affecting pulse rates – raising or lowering</li> <li>• pulse sites on the body</li> <li>• the requirement for pulse oximetry measurements</li> <li>• analysis and implication of pulse oximetry findings.</li> </ul> |   |  |
|   | 2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control.   |   |  |
|   | 2.6 Explain the major factors that influence changes in physiological measurements.  |   |  |
|   | 2.7 Explain the importance of undertaking physiological measurements.  |   |  |
|   | 2.8 Explain how <b>physiological measurements may need to be adapted</b> for the <b>individual</b> .   |   |  |
| 3. Be able to prepare to take physiological measurements. | 3.1 Explain to the individual what measurements will be undertaken and why these are done.   |   |  |
|   | 3.2 Reassure the individual during physiological measurements process.   |   |  |

| <b>Learning outcomes</b><br>The learner will:       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 3.3 Answer questions and deal with concerns during physiological measurements process.  |   |  |
|   | 3.4 Explain the help individuals may need before taking their physiological measurements.   |   |  |
|   | 3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.             |   |  |
|   | 3.6 Ensure all materials and equipment to be used are appropriately prepared.   |   |  |
|   | 3.7 Confirm the individual's identity and obtain <b>valid consent</b> .   |   |  |
| 4. Be able to undertake physiological measurements. | 4.1 Apply standard precautions for infection prevention and control.  |   |  |
|   | 4.2 Apply health and safety measures relevant to the procedure and environment.   |   |  |
|   | 4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement. |   |  |
|   | 4.4 Monitor the condition of the individual throughout the measurement.   |   |  |
|   | 4.5 Respond to any significant changes in the individual's condition.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 4.6 Follow the agreed process when unable to obtain or read a physiological measurement.            |   |  |
|  | 4.7 Identify any issues outside own responsibility and refer these to other colleagues.             |   |  |
| 5. Be able to record and report results of physiological measurements. | 5.1 Explain the necessity for recording physiological measurements.                                 |   |  |
|  | 5.2 Explain a few common conditions which require recording of physiological measurements.          |   |  |
|  | 5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels. |   |  |
|  | 5.4 Record physiological measurements taken accurately using the correct documentation.             |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | CHS19.2012   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Physiological measurements may need to be adapted</b> depending on their:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• age</li> <li>• stage of development.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 1**

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

Assessor name:

Signature:

Date:

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

## AN 2: Undertake personal hygiene activities with individuals

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | K/615/7177  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 24 |
| <b>Unit aim</b>       | <p>The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears, and requires knowledge of the organs' anatomy and physiology.</p> <p>Application of infection control is required. The ability to follow a care plan is central to carrying out the activities.</p> |                   |    |

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|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals. | 1.1 Identify current legislation, national guidelines, <b>policies</b> , <b>procedures</b> and protocols in relation to undertaking personal hygiene activities with <b>individuals</b> . |   |  |
|   | 1.2 Explain the importance of complying with health and safety guidance.  |   |  |
|   | 1.3 Explain the importance of using aseptic techniques.   |   |  |
| 2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing.  | 2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to prepare for undertaking personal hygiene activities with individuals. | 3.1 Explain the importance of following the individual's care plan.   |   |  |
|   | 3.2 Explain why resources should be prepared prior to commencing the activity.                                    |   |  |
|   | 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan.            |   |  |
|   | 3.4 Confirm the individual's identity and gain <b>valid consent</b> .   |   |  |
|   | 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual. |   |  |
| 4. Be able to undertake personal hygiene activities with individuals.               | 4.1 Apply health and safety measures relevant to the procedure and environment.                                   |   |  |
|   | 4.2 Apply standard precautions for infection control.   |   |  |
|   | 4.3 Carry out personal hygiene activities in accordance with the individual's care plan.                          |   |  |
|   | 4.4 Ensure that the individual's privacy and dignity is maintained.   |   |  |
|   | 4.5 Observe the individual while providing support and reassurance and address any concerns.                      |   |  |
|   | 4.6 Describe action to take in response to adverse reactions.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                 | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 5. Be able to record and report the outcome of the personal hygiene activity. | 5.1 Record the outcome of the personal hygiene activity.  |   |  |
|   | 5.2 Report the outcomes of the activity to a member of the care team in line with local policy. |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | CHS11  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Policies and procedures</b> may include other agreed ways of working as well as formal policies and procedures.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> |



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 2**

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

Assessor name:

Signature:

Date:

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

## AN 5: Obtain and test capillary blood samples

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | K/615/7325   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one year old, as venepuncture may be the preferred method depending on the type of sample and quantity required. |                   |    |

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|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples. | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples. |   |  |
| 2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples.                      | 2.1 Describe the structure and purpose of capillary blood vessels.   |   |  |
|   | 2.2 Explain blood clotting processes and the factors that influence blood clotting.  |   |  |
| 3. Be able to prepare to obtain capillary blood samples.  | 3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> .   |   |  |
|   | 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's <b>preferences</b> and age.   |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 3.3 Provide support and reassurance to address the individual's needs and concerns.                                   |   |  |
|   | 3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences. |   |  |
| 4. Be able to obtain capillary blood samples. | 4.1 Apply health and safety measures relevant to the procedure and environment.                                       |   |  |
|   | 4.2 Apply standard precautions for infection prevention and control.  |   |  |
|   | 4.3 Describe the different reasons for obtaining capillary blood samples.   |   |  |
|   | 4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.            |   |  |
|   | 4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures.                 |   |  |
|   | 4.6 Obtain blood samples in the correct sequence when obtaining multiple samples.                                     |   |  |
|   | 4.7 Ensure stimulation of blood flow.   |   |  |
|   | 4.8 Select alternative sites where necessary.   |   |  |

| <b>Learning outcomes</b><br>The learner will:               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site.  |   |  |
|   | 4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure.   |   |  |
|   | 4.11 Explain the correct process for labelling and other protocols in relation to blood samples.   |   |  |
|   | 4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications. |   |  |
| 5. Be able to test and record the results of blood samples. | 5.1 Test the sample using the approved method in line with organisational procedure.   |   |  |
|   | 5.2 Describe normal or expected results for particular tests.  |   |  |
|   | 5.3 Recognise and interpret normal, expected and abnormal results.   |   |  |
|   | 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required.   |   |  |
|   | 5.5 Record results fully and accurately and forward according to local requirements.   |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 6. Be able to pass on the results of blood samples.   | 6.1 Communicate the results of the tests and any further action required to the individual.   |   |  |
|   | 6.2 Respond to questions and concerns from individuals, providing accurate information.   |   |  |
|   | 6.3 Refer issues outside own responsibility to an appropriate staff member.   |   |  |
| <b>Additional information about the unit:</b>         |   |   |  |
| Relationship to National Occupational Standards (NOS) | CHS131  |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.  |   |  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 5**

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

Assessor name:

Signature:

Date:

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

## AN 10: Care for individuals with nasogastric tubes

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | F/615/7251   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 19 |
| <b>Unit aim</b>       | <p>This unit is aimed at those who care for individuals with nasogastric tubes.</p> <p>The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.</p> |                   |    |

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| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines. | 1.1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affect own practice related to caring for an individual with nasogastric tubes. |   |  |
|   | 1.2 Describe the responsibilities and boundaries related to own role.  |   |  |
|   | 1.3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes.   |   |  |
|   | 1.4 Explain the importance of following health and safety procedures.  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 1.5 Outline how to deal with concerns that <b>individuals</b> may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes. |   |  |
|  | 1.6 Outline the action to take in the event of an individual reacting adversely to the nasogastric procedure.  |   |  |
| 2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures. | 2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes.                       |   |  |
|  | 2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition.                |   |  |
|  | 2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes.             |   |  |
|  | 2.4 Describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration.   |   |  |
| 3. Be able to prepare to carry out nasogastric procedures.   | 3.1 Apply standard precautions for infection control.  |   |  |
|  | 3.2 Apply health and safety measures relevant to the procedure and environment.  |   |  |



| <b>Learning outcomes</b><br>The learner will:                        | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity.            |   |  |
|  | 3.4 Confirm the individual's identity and gain <b>valid consent</b> prior to carrying out nasogastric procedures.                                    |   |  |
|  | 3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs.                                |   |  |
|  | 3.6 Position the individual and self so that the procedure can be carried out safely and comfortably.  |   |  |
| 4. Be able to support individuals undergoing nasogastric procedures. | 4.1 Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol.                |   |  |
|  | 4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions.       |   |  |
|  | 4.3 Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity. |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 4.4 Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol.   |   |  |
|   | 4.5 Measure and record the volume of aspirate.  |   |  |
|   | 4.6 Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area.  |   |  |
|   | 4.7 Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol.  |   |  |
|   | 4.8 Update records and make them available to the care team in line with local policy and protocol.   |   |  |
| <b>Additional information about the unit:</b>         |   |   |  |
| Relationship to National Occupational Standards (NOS) | CHS16   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3 and 4 must be assessed in a real work environment.  |   |  |
| Unit guidance   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br><b>Valid consent</b> must be in line with agreed UK country definition. |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 10**

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

Assessor name:

Signature:

Date:

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

## AN 15: Assist in the administration of medication

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/615/7174   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process. |                   |    |
| <b>Barred units</b>   | This unit is barred against AN 30 - Understand the administration of medication.   |                   |    |

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|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Know the current legislation, guidelines and policies relevant to the administration of medication. | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication.   |   |  |
|  | 1.2 Outline the organisational policies for the management and administration of medication.   |   |  |
| 2. Understand own role in assisting in the administration of medication.                               | 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication.                               |   |  |
|  | 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication. |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.                               |   |  |
| 3. Understand the requirements and procedures for assisting in the administration of medication. | 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication.  |   |  |
|  | 3.2 Describe the different routes for the administration of medication.   |   |  |
|  | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility.                           |   |  |
|  | 3.4 Describe the various aids which can be used to help <b>individuals</b> take their medication.   |   |  |
|  | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice.  |   |  |
|  | 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice. |   |  |

| <b>Learning outcomes</b><br>The learner will:                                      | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 4. Understand the requirements and procedures for ensuring an individual's safety. | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed.  |   |  |
|  | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it.  |   |  |
| 5. Be able to prepare for the administration of medication.                        | 5.1 Obtain or confirm <b>valid consent</b> for the administration of medication.   |   |  |
|  | 5.2 Apply standard precautions for infection control.  |   |  |
|  | 5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet.  |   |  |
|  | 5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration or the pharmacist.  |   |  |
|  | 5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered. |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 6. Be able to assist in the administration of medication.                             | 6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan. |   |  |
|   | 6.2 Assist the individual to be as self-managing as possible.   |   |  |
|   | 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.     |   |  |
|   | 6.4 Monitor the individual's condition throughout the administration process.   |   |  |
|   | 6.5 Explain the types of adverse effects that may occur and the action to take if they do.  |   |  |
|   | 6.6 Check and confirm that the individual has taken the medication and does not pass medication to others.  |   |  |
| 7. Be able to contribute to the management of medications and administration records. | 7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication.  |   |  |
|   | 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.                |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.   |   |  |
|   | 7.4 Maintain the confidentiality of information relating to the individual at all times.  |   |  |
|   | 7.5 Check the stock level of medications and take action to obtain new stocks when required.  |   |  |
| <b>Additional information about the unit:</b>         |   |   |  |
| Relationship to National Occupational Standards (NOS) | CHS2  |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 5, 6 and 7 must be assessed in a real work environment.   |   |  |
| Unit guidance   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.<br><br><b>Valid consent</b> must be in line with agreed UK country definition. |   |  |



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 15**

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

Assessor name:

Signature:

Date:

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

## AN 17: Obtain and test specimens from individuals

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/615/7231   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 15 |
| <b>Unit aim</b>       | The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a healthcare setting. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens. | 1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice. |   |  |
|   | 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens.                               |   |  |
| 2. Understand the processes involved in obtaining and testing specimens from individuals.                                       | 2.1 Identify the different types of specimens that may be obtained.  |   |  |
|   | 2.2 Describe the tests and investigations that may be carried out upon the specimens.                                      |   |  |
|   | 2.3 Identify the correct equipment and materials used in the collection and transport of specimens.                        |   |  |

| <b>Learning outcomes</b><br>The learner will:               | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to prepare to obtain specimens from individuals. | 3.1 Introduce yourself to the <b>individual</b> , and confirm the individual's identity.  |   |  |
|   | 3.2 Explain the procedure and obtain <b>valid consent</b> .   |   |  |
|   | 3.3 Ensure the individual's privacy and dignity is maintained at all times.   |   |  |
|   | 3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure.  |   |  |
|   | 3.5 Communicate with the individual in a medium appropriate to their needs and preferences.   |   |  |
|   | 3.6 Demonstrate that the required preparations have been completed, including materials and equipment.  |   |  |
| 4. Be able to obtain specimens from individuals.            | 4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves. |   |  |
|   | 4.2 Describe possible problems in collecting specimens and how and when these should be reported.   |   |  |
|   | 4.3 Demonstrate the correct collection, labelling and storage of specimens.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 4.4 Complete and attach relevant documentation.  |   |  |
| 5. Be able to test specimens.                                  | 5.1 Explain tests for a range of specimens obtained.   |   |  |
|  | 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and <b>environment</b> .  |   |  |
| 6. Be able to report on the outcomes of the test of specimens. | 6.1 Demonstrate the correct process for reporting and recording test results.  |   |  |
|  | 6.2 Describe the actions to be taken when the results are outside the normal range.  |   |  |
|  | 6.3 Communicate test results in accordance with agreed ways of working.  |   |  |
|  | 6.4 Describe why it is important to understand the implications the test results may have on the individual.   |   |  |
| <b>Additional information about the unit:</b>                  |  |   |  |
| Relationship to National Occupational Standards (NOS)          | CHS7   |   |  |
| Additional unit assessment requirements                        | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment. |   |  |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Environment</b> to include:</p> <ul style="list-style-type: none"> <li>• standard precautions for infection prevention and control</li> <li>• use of PPE.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 17**

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

Assessor name:

Signature:

Date:

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

## AN 25: Move and position individuals in accordance with their care plan

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | T/615/7229  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 26 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals. | 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning <b>individuals</b> . |   |  |
|   | 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals.   |   |  |
|   | 1.3 Describe health and safety factors in relation to moving and positioning individuals.  |   |  |
| 2. Understand anatomy and physiology in relation to moving and positioning individuals.   | 2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals.  |   |  |
|   | 2.2 Describe the impact of specific conditions on the movement and positioning of an individual.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 3. Be able to minimise risk before moving and positioning individuals. | 3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> <li>the individual's care plan</li> <li>the moving and handling risk assessment.</li> </ul>   |   |  |
|  | 3.2 Identify any immediate risks to the individual.  |   |  |
|  | 3.3 Describe the action to take in relation to identified risks.   |   |  |
|  | 3.4 Describe the action to take if the individual's wishes conflict with their care plan.  |   |  |
|  | 3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> <li>adequate space for the move</li> <li>potential hazards are removed.</li> </ul>  |   |  |
|  | 3.6 Apply standard precautions for infection control.  |   |  |
| 4. Be able to move and position an individual.                         | 4.1 Confirm the individual's identity and obtain <b>valid consent</b> .  |   |  |
|  | 4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>provides relevant information</li> <li>addresses needs and concerns</li> <li>provides support and reassurance</li> <li>is respectful of personal beliefs and preferences.</li> </ul> |   |  |
|  | 4.3 Position the individual in accordance with their care plan.  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 4.4 Communicate effectively with <b>others</b> involved in the manoeuvre.                                       |   |  |
|  | 4.5 Describe the aids and equipment that may be used for moving and positioning.                                |   |  |
|  | 4.6 Use equipment to maintain the individual in the appropriate position.                                       |   |  |
|  | 4.7 Encourage the individual's <b>active participation</b> in the manoeuvre.                                    |   |  |
|  | 4.8 Monitor the individual throughout the activity.   |   |  |
|  | 4.9 Record and report the activity, noting when the next positioning manoeuvre is due.                          |   |  |
| 5. Know when to seek advice and/or assistance from others when moving and positioning an individual. | 5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual. |   |  |
|  | 5.2 Describe sources of information available in relation to moving and positioning individuals.                |   |  |



| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | CHS6.2012  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> 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.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 25**

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

Assessor name:

Signature:

Date:

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

## AN 28: Undertake agreed pressure area care

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | H/615/7324  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | This unit covers providing care to maintain healthy skin and prevent skin breakdown by undertaking pressure area care in accordance with an individual's care plan and risk assessment. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the anatomy and physiology of the skin in relation to pressure area care. | 1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores. |   |  |
|   | 1.2 Identify pressure sites of the body.   |   |  |
|   | 1.3 Identify factors which might put an <b>individual</b> at risk of skin breakdown and pressure sores.                  |   |  |
|   | 1.4 Describe how incorrect handling and moving techniques can damage the skin.   |   |  |
|   | 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores.                     |   |  |
|   | 1.6 Describe changes to an individual's skin condition that should be reported.  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 2. Understand good practice in relation to own role when undertaking pressure area care. | 2.1 Identify legislation and national guidelines affecting pressure area care.                   |   |  |
|  | 2.2 Describe agreed ways of working relating to pressure area care.                              |   |  |
|  | 2.3 Describe why team working is important in relation to providing pressure area care.          |   |  |
| 3. Be able to follow the agreed care plan.   | 3.1 Describe why it is important to follow the agreed care plan.                                 |   |  |
|  | 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care.    |   |  |
|  | 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care. |   |  |
|  | 3.4 Describe actions to take where any concerns with the agreed care plan are noted.             |   |  |
|  | 3.5 Identify the pressure area risk-assessment tools which are used in own work area.            |   |  |
|  | 3.6 Explain why it is important to use risk-assessment tools.                                    |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care. | 4.1 Identify a range of aids or equipment used to relieve pressure.  |   |  |
|   | 4.2 Describe safe use of aids and equipment.   |   |  |
|   | 4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment</li> <li>• resources.</li> </ul>  |   |  |
| 5. Be able to prepare to undertake pressure area care.  | 5.1 Prepare equipment and environment in accordance with health and safety guidelines.   |   |  |
|   | 5.2 Obtain <b>valid consent</b> for the pressure area care.  |   |  |
| 6. Be able to undertake pressure area care.   | 6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes <b>active participation</b></li> <li>• promotes partnership working.</li> </ul> |   |  |
|   | 6.2 Apply standard precautions for infection prevention and control.   |   |  |
|   | 6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing.  |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 6.4 Move an individual using approved techniques and in accordance with the agreed care plan.  |   |  |
|   | 6.5 Use pressure-relieving aids in accordance with the care plan and any safety instructions.  |   |  |
|   | 6.6 Communicate effectively with the individual throughout the intervention.   |   |  |
|   | 6.7 Complete all records and documentation accurately and legibly.   |   |  |
| <b>Additional information about the unit:</b>         |  |   |  |
| Relationship to National Occupational Standards (NOS) | CHS5   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 3, 5 and 6 must be assessed in a real work environment.  |   |  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Active participation</b> 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.</p> |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 28**

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

Assessor name:

Signature:

Date:

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

## AN 30: Understand the administration of medication

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/615/7368  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 24 |
| <b>Unit aim</b>       | This unit provides the knowledge and skills needed to understand the administration of medication under the direction of a health professional. |                   |    |
| <b>Barred units</b>   | This unit is barred against AN 15 - Assist in the administration of medication.   |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the current legislation, guidelines and policies relevant to the administration of medication. | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication.                           |   |  |
|  | 1.2 Outline the organisational policies for the management and administration of medication.   |   |  |
|  | 1.3 Outline the legislation surrounding medicine-specific and patient-specific directives.   |   |  |
| 2. Understand the roles and responsibilities involved in the administration of medication.                   | 2.1 Describe the responsibilities and accountability in relation to the administration of medication.                                |   |  |
|  | 2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication. |   |  |

| <b>Learning outcomes</b><br>The learner will:                                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.                               |   |  |
| 3. Understand the requirements and procedures for the administration of medication. | 3.1 Explain the purpose and significance of the information which should be provided on the label of a medication.  |   |  |
|   | 3.2 Describe the different routes for the administration of medication.   |   |  |
|   | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility.                           |   |  |
|   | 3.4 Describe the various aids which can be used to help <b>individuals</b> take their medication.   |   |  |
|   | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice.  |   |  |
|   | 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice. |   |  |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 4. Understand the requirements and procedures for ensuring an individual's safety.    | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed.   |   |  |
|   | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it. |   |  |
| 5. Be able to contribute to the management of medications and administration records. | 5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication.  |   |  |
|   | 5.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.                          |   |  |
|   | 5.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.           |   |  |
|   | 5.4 Maintain the confidentiality of information relating to the individual at all times.  |   |  |
|   | 5.5 Check the stock level of medications and take action to obtain new stocks when required.  |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | CHS2   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work environment.</p> |
| Unit guidance   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.                               |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 30**

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

Assessor name:

Signature:

Date:

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

AN 35: Understand the process and experience of dementia



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/615/7228   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 22 |
| <b>Unit aim</b>       | This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the neurology of dementia.      | 1.1 Describe a range of causes of dementia syndrome.   |   |  |
|   | 1.2 Describe the types of memory impairment commonly experienced by <b>individuals</b> with dementia.                                  |   |  |
|   | 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia. |   |  |
|   | 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.                 |   |  |
|   | 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                                     | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 2. Understand the impact of recognition and diagnosis of dementia.                | 2.1 Describe the impact of early diagnosis and follow-up to diagnosis.  |   |  |
|   | 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.  |   |  |
|   | 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working.  |   |  |
|   | 2.4 Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> <li>the individual</li> <li>their family and friends.</li> </ul> |   |  |
| 3. Understand how dementia care must be underpinned by a person-centred approach. | 3.1 Compare a person-centred and a non-person-centred approach to dementia care.  |   |  |
|   | 3.2 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.   |   |  |

| Additional information about the unit:  |  |
|---|--|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.   |
| Unit guidance                           | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 35**

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

Assessor name:

Signature:

Date:

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

## AN 36: Care for the elderly

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | A/615/7376   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 10 |
| <b>Unit aim</b>       | The aim of this unit is to develop knowledge and understanding of the needs of the elderly and how to care for them. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                                  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the ageing process.  | 1.1 Describe changes occurring with age, to include: <ul style="list-style-type: none"> <li>physical</li> <li>psychological</li> <li>emotional</li> <li>social.</li> </ul> |   |  |
|  | 1.2 Outline the needs of the elderly in relation to the ageing process.  |   |  |
| 2. Be able to adapt communication techniques when caring for elderly patients. | 2.1 Outline ways to minimise barriers to communication.  |   |  |
|  | 2.2 Demonstrate communication techniques adapted for elderly patients.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method   | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Understand how to care for elderly patients. | 3.1 Describe conditions affecting the elderly, to include: <ul style="list-style-type: none"> <li>• dementia</li> <li>• Parkinson's disease</li> <li>• stroke/Transient Ischaemic Attack (TIA)</li> <li>• arthritis</li> <li>• osteoporosis.</li> </ul> |   |  |
|   | 3.2 Describe how to adapt care plans for elderly patients.  |   |  |
| <b>Additional information about the unit:</b>   |   |   |  |
| Additional unit assessment requirements         |   | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 36**

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

Assessor name:

Signature:

Date:

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

## AN 38: Support independence in the tasks of daily living

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | D/615/7323   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 5  | <b>GL</b>         | 37 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                                      | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand principles for supporting independence in the tasks of daily living. | 1.1 Explain how <b>individuals</b> can benefit from being as independent as possible in the tasks of daily living.  |   |  |
|  | 1.2 Explain how <b>active participation</b> promotes independence in the tasks of daily living.                     |   |  |
|  | 1.3 Describe how daily living tasks may be affected by an individual's culture or background.                       |   |  |
|  | 1.4 Explain the importance of providing support that respects the individual's culture and preferences.             |   |  |
|  | 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living. |   |  |



| <b>Learning outcomes</b><br>The learner will:                                    | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 1.6 Explain why it is important to establish roles and responsibilities for providing support.  |   |  |
| 2. Be able to establish what support is required for daily living tasks.         | 2.1 Access information about support for daily living tasks, using an individual's <b>care plan</b> and agreed ways of working.       |   |  |
|  | 2.2 Clarify with the individual and <b>others</b> the requirements for supporting an individual's independence in daily living tasks. |   |  |
|  | 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks. |   |  |
| 3. Be able to provide support for planning and preparing meals.                  | 3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences.                 |   |  |
|  | 3.2 Support the individual to store food safely.  |   |  |
|  | 3.3 Support the individual to prepare food in a way that promotes active participation and safety.                                    |   |  |
| 4. Be able to provide support for buying and using household and personal items. | 4.1 Identify different ways of buying household and personal items.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 4.2 Work with the individual to identify household and personal items that are needed.                                |   |  |
|   | 4.3 Support the individual to buy items in their preferred way.   |   |  |
|   | 4.4 Support the individual to store items safely.   |   |  |
|   | 4.5 Support the individual to use items safely.   |   |  |
| 5. Be able to provide support for keeping the home clean and secure.                    | 5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety.          |   |  |
|   | 5.2 Describe different risks to home security that may need to be addressed.  |   |  |
|   | 5.3 Support the individual to use agreed security measures.   |   |  |
| 6. Be able to identify and respond to changes needed in support for daily living tasks. | 6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks. |   |  |
|   | 6.2 Record changes in the individual's circumstances that may affect the type or level of support required.           |   |  |
|   | 6.3 Adapt support in agreed ways to address concerns, changes or increased independence.                              |   |  |

| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0027  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation</b> 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.</p> <p>A <b>care plan</b> may have other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>Others</b> may include family, friends, advocate or line manager.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 38**

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

Assessor name:

Signature:

Date:

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

## AN 39: Awareness of the Mental Capacity Act 2005



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | R/615/7254   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 28 |
| <b>Unit aim</b>       | This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the importance of the Mental Capacity Act 2005. | 1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves.  |   |  |
|   | 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves.  |   |  |
|   | 1.3 Explain how the Mental Capacity Act 2005: <ul style="list-style-type: none"> <li>empowers people to make decisions for themselves</li> <li>protects people who lack capacity by placing them at the heart of the decision-making process.</li> </ul> |   |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves. |   |  |
| 2. Understand the key elements of the Mental Capacity Act 2005. | 2.1 Define the five statutory principles included in the Mental Capacity Act 2005.   |   |  |
|   | 2.2 Describe when a worker must comply with the Mental Capacity Act 2005.  |   |  |
|   | 2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity.          |   |  |
|   | 2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005.   |   |  |
|   | 2.5 Explain ' <b>best interests</b> ' as defined in the Mental Capacity Act 2005.  |   |  |
|   | 2.6 Explain what actions need to be taken to ensure a worker acts in an individual's best interests.   |   |  |
|   | 2.7 Identify whose responsibility it is to assess capacity and best interests.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves. |   |  |
|  | 2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed.   |   |  |
|  | 2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions.          |   |  |
| 3. Understand 'restraint' as defined in the s6 (4) Mental Capacity Act 2005. | 3.1 Identify the range of actions that amount to restraint.  |   |  |
|  | 3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005.   |   |  |
|  | 3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being <b>deprived of their liberty</b> .                      |   |  |
|  | 3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty.   |   |  |
| 4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity. | 4.1 Explain the legal status of the Mental Capacity Act 2005 Code of Practice.  |   |  |
|   | 4.2 Explain the purpose of the Mental Capacity Act 2005 Code of Practice.   |   |  |
|   | 4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves. |   |  |

| <b>Additional information about the unit:</b> |  |
|---|--|
| Additional unit assessment requirements       | This unit must be assessed in line with Skills for Health's Assessment Principles.   |
| Unit guidance                                 | <p><b>Best interests</b> – when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5).</p> <p><b>Deprived of their liberty</b> – Mental Capacity Act Code of Practice (Chapter 6).</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 39**

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

Assessor name:

Signature:

Date:

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



## AN 41: Work in partnership with families to support individuals

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/615/7214   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 27 |
| <b>Unit aim</b>       | This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

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

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families.                        |   |  |
| 3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support. | 3.1 Agree with the <b>individual</b> , family members and <b>others</b> the desired outcomes of partnership working within scope of own role. |   |  |
|  | 3.2 Clarify own role, role of family members and roles of others in supporting the individual.  |   |  |
|  | 3.3 Support family members to understand person-centred approaches and <b>agreed ways of working</b> .  |   |  |
|  | 3.4 Plan ways to manage risks associated with sharing care or support within scope of own role.   |   |  |
|  | 3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role.      |   |  |
| 4. Be able to work with families to access support in their role as carers.  | 4.1 Identify the support required from families to fulfil their role.   |   |  |
|  | 4.2 Provide accessible information about available resources for support.   |   |  |
|  | 4.3 Work with family members to access resources for support.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 5. Be able to exchange and record information about partnership work with families. | 5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences.</li> </ul> |   |  |
|   | 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working.</li> </ul>                              |   |  |
| 6. Be able to contribute to reviewing partnership work with families.               | 6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role.  |   |  |
|   | 6.2 Involve the individual and family members in the reviews.   |   |  |
| 7. Be able to provide feedback about support for families.                          | 7.1 Provide feedback to others about the support accessed by family members.  |   |  |
|   | 7.2 Report on any gaps in the provision of support for family members.  |   |  |
|   | 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible.   |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC387, SCDHSC388.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Families and family members</b> may include:</p> <ul style="list-style-type: none"> <li>• parents</li> <li>• legal guardians/those with legal responsibility</li> <li>• siblings</li> <li>• grandparents</li> <li>• step-parents</li> <li>• other relatives.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 41**

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

Assessor name:

Signature:

Date:

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

## AN 46: Support individuals to live at home

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/615/7337  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 29 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                           | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the principles of supporting individuals to live at home. | 1.1 Describe how being supported to live at home can benefit an individual.  |   |  |
|   | 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home.   |   |  |
|   | 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home. |   |  |
|   | 1.4 Explain how risk management contributes to supporting individuals to live at home.   |   |  |
| 2. Be able to contribute to planning support for living at home         | 2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home.                         |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|--|--|
|  | 2.2 Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met.                               |  |  |
|  | 2.3 Agree with the individual and <b>others</b> the risks that need to be managed in living at home and ways to address them.  |  |  |
| 3. Be able to work with individuals to secure additional services and facilities to enable them to live at home. | 3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home. |  |  |
|  | 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks.                           |  |  |
|  | 3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation.                            |  |  |
|  | 3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities.                                      |  |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 4. Be able to work in partnership to introduce additional services for individuals living at home. | 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home.                 |   |  |
|  | 4.2 Introduce the individual to new resources, services, facilities or support groups.                                     |   |  |
|  | 4.3 Record and report on the outcomes of additional support measures in required ways.                                     |   |  |
| 5. Be able to contribute to reviewing support for living at home.                                  | 5.1 Work with the individual and others to agree methods and timescales for ongoing review.                                |   |  |
|  | 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support. |   |  |
|  | 5.3 Work with the individual and others to agree revisions to the support provided.  |   |  |



| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0343.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Needs</b> may include:</p> <ul style="list-style-type: none"> <li>• personal</li> <li>• physical</li> <li>• financial</li> <li>• social</li> <li>• environmental</li> <li>• safety.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• others who are important to the individual person's well-being.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 46**

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

Assessor name:

Signature:

Date:

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

## AN 47: Dementia awareness



|                       |   |                   |   |
|-----------------------|---|-------------------|---|
| <b>Unit reference</b> | K/615/7227  | <b>Unit level</b> | 2 |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 7 |
| <b>Unit aim</b>       | The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia. |                   |   |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand dementia.                       | 1.1 Define the term 'dementia'.  |   |  |
|   | 1.2 Describe key functions of the brain that are affected by dementia.                               |   |  |
|   | 1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia. |   |  |
| 2. Understand models of dementia.             | 2.1 Outline the medical model of dementia.   |   |  |
|   | 2.2 Outline the social model of dementia.  |   |  |
|   | 2.3 Explain why dementia should be viewed as a disability.   |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|--|--|
| 3. Know types of dementia and their causes.           | 3.1 List causes of dementia.   |  |  |
|   | 3.2 Describe signs and symptoms of dementia.   |  |  |
|   | 3.3 Identify causal risk factors for types of dementia.  |  |  |
|   | 3.4 Identify prevalence rates for types of dementia.   |  |  |
| 4. Understand an individual's experience of dementia. | 4.1 Describe how <b>individuals</b> may <b>experience living with dementia</b> .                                   |  |  |
|   | 4.2 Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia. |  |  |

**Additional information about the unit:**

|   |   |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with Skills for Health's Assessment Principles.  |
| Unit guidance                           | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Experience living with dementia:</b> depending on age, type of dementia, and level of ability and disability.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 47**

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

Assessor name:

Signature:

Date:

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

## AN 50: Support individuals at the end of life

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/615/7326   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 6  | <b>GL</b>         | 50 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:              | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the aims and principles of end of life care. | 1.1 Explain the aims and principles of end of life care.   |   |  |
|  | 1.2 Analyse the impact of national and local drivers on current approaches to end of life care.                    |   |  |
|  | 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care. |   |  |
|  | 1.4 Identify the <b>key people</b> and services who may be involved in delivery of end of life care.               |   |  |
|  | 1.5 Explain the concept of holistic care at the end of life.   |   |  |
|  | 1.6 Describe the triggers that suggest <b>individuals</b> are nearing the end of life.                             |   |  |

| <b>Learning outcomes</b><br>The learner will:                        | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 2. Understand factors affecting end of life care.                    | 2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death. |   |  |
|  | 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care.   |   |  |
|  | 2.3 Explain why support for an individual's health and <b>well-being</b> may not always relate to their terminal condition.                                   |   |  |
| 3. Understand advance care planning in relation to end of life care. | 3.1 Describe the benefits to an individual of having as much control as possible over their end of life care.   |   |  |
|  | 3.2 Explain the purpose of advance care planning in relation to end of life care.   |   |  |
|  | 3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs and preferences for their end of life care.  |   |  |
|  | 3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|--|--|
| 4. Be able to provide support to individuals and key people during end of life care.  | 4.1 Support the individual and key people to explore their thoughts and feelings about death and dying.  |  |  |
|   | 4.2 Provide support for the individual and key people that respects their beliefs, religion and culture.   |  |  |
|   | 4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period.   |  |  |
|   | 4.4 Provide information to the individual and/or key people about the individual's illness and the support available.  |  |  |
|   | 4.5 Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative/ complementary therapies.</li> </ul> |  |  |
|   | 4.6 Contribute to partnership working with key people to support the individual's well-being.  |  |  |
| 5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care. | 5.1 Explain why support for spiritual needs may be especially important at the end of life.  |  |  |
|   | 5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life.  |  |  |

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



| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0385  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.</p>   |
| Unit guidance   | <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• family members</li> <li>• friends</li> <li>• others who are important to the well-being of the individual.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 50**

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

Assessor name:

Signature:

Date:

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

## AN 52: Support individuals who are bereaved

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | F/615/7167   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the effects of bereavement on individuals.              | 1.1 Describe how an <b>individual</b> may feel immediately following the death of a loved one.  |   |  |
|   | 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan.   |   |  |
| 2. Understand principles for supporting individuals who are bereaved. | 2.1 Compare theories of bereavement.  |   |  |
|   | 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement. |   |  |
|   | 2.3 Explain the importance of empathy in supporting a bereaved individual.  |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to support individuals to express their response to loss.                      | 3.1 Create an environment where the individual has privacy to express their emotions.                       |   |  |
|   | 3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress. |   |  |
| 4. Be able to support individuals who are bereaved.                                       | 4.1 Assess the individual's level of distress and their capacity for resilience.                            |   |  |
|   | 4.2 Agree a programme of support with the individual and <b>others</b> .                                    |   |  |
|   | 4.3 Carry out own role within the support programme.  |   |  |
|   | 4.4 Support the individual to identify any changes they may need to make as a result of their loss.         |   |  |
|   | 4.5 Explain the importance of working at the individual's pace during the bereavement journey.              |   |  |
|   | 4.6 Support the individual to manage conflicting emotions, indecision or fear of the future.                |   |  |
| 5. Understand the role of specialist agencies in supporting individuals who are bereaved. | 5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved.                    |   |  |
|   | 5.2 Describe how to assess whether a bereaved individual requires specialist support.                       |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency. |   |  |
| 6. Be able to manage own feelings when providing support for individuals who are bereaved. | 6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved.             |   |  |
|  | 6.2 Use <b>support systems</b> to help manage own feelings.   |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0384   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 6 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Support systems</b> refers to a network of people who provide an individual with practical or emotional support.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 52**

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

Assessor name:

Signature:

Date:

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

## AN 57: Support individuals to access and use information about services and facilities

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | J/615/7168  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

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

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 2. Be able to work with individuals to select and obtain information about services and facilities. | 2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities. |   |  |
|   | 2.2 Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes.                 |   |  |
|   | 2.3 Support an individual to obtain selected information in their preferred format and language.  |   |  |
| 3. Be able to work with individuals to access and use information about services and facilities.    | 3.1 Support an individual to access the content of information about services and facilities.   |   |  |
|   | 3.2 Demonstrate ways to check an individual's understanding of the information.   |   |  |
|   | 3.3 Work with an individual to access a service or facility using the information, in ways that promote active participation.                               |   |  |
|   | 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information.                                |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 4. Be able to support individuals to evaluate the information accessed on services and facilities. | 4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences.   |   |  |
|  | 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information.   |   |  |
|  | 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.  |   |  |
| <b>Additional information about the unit:</b>  |   |   |  |
| Relationship to National Occupational Standards (NOS)  | SCDHSC0234  |   |  |
| Additional unit assessment requirements  | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.   |   |  |
| Unit guidance  | <p><b>Services and facilities</b> may include:</p> <ul style="list-style-type: none"> <li>• services provided within an individual's home</li> <li>• services to enable an individual to meet their social care needs</li> <li>• community facilities.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |   |  |



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 57**

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

Assessor name:

Signature:

Date:

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

## AN 63: Support individuals to carry out their own healthcare procedures

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/615/7186  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 15 |
| <b>Unit aim</b>       | This unit covers the knowledge and skills required to support individuals to carry out their own healthcare procedures. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand healthcare procedures likely to be undertaken by individuals.                | 1.1 Identify treatments and physical measurements likely to be undertaken by <b>individuals</b> .                    |   |  |
|  | 1.2 Explain reasons why physical measurements and specimens might need to be taken.                                  |   |  |
|  | 1.3 Describe possible adverse reactions individuals may experience when undertaking their own healthcare procedures. |   |  |
| 2. Be able to support individuals to prepare to carry out their own healthcare procedures. | 2.1 Establish with <b>others</b> own role in supporting individuals to carry out their own healthcare procedures.    |   |  |
|  | 2.2 Promote safe storage of supplies.  |   |  |
|  | 2.3 Support the individual to prepare equipment and the environment to carry out procedures.                         |   |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of. |   |  |
|  | 2.5 Support the individual's understanding of techniques for procedures.  |   |  |
|  | 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out healthcare procedures.   |   |  |
| 3. Be able to support individuals to carry out healthcare procedures.  | 3.1 Assist the individual to carry out healthcare procedures in a way that promotes <b>active participation</b> .   |   |  |
|  | 3.2 Promote safe disposal of supplies used for procedures.  |   |  |
|  | 3.3 Support the individual to record measurements and store records safely.   |   |  |
| 4. Be able to monitor healthcare procedures undertaken by individuals. | 4.1 Monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual.   |   |  |
|  | 4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working.   |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed.   |   |  |
| <b>Additional information about the unit:</b>         |   |   |  |
| Relationship to National Occupational Standards (NOS) | SCDHSC0225.   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.   |   |  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Active participation</b> 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.</p> |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 63**

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

Assessor name:

Signature:

Date:

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

## AN 64: Support individuals to manage continence

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | K/615/7230   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 19 |
| <b>Unit aim</b>       | This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand factors that affect the management of continence. | 1.1 Explain how continence can affect an <b>individual's</b> self-esteem, health and day-to-day activities.               |   |  |
|   | 1.2 List <b>conditions</b> that can affect continence.  |   |  |
|   | 1.3 Explain how continence issues can be transient in individuals.  |   |  |
|   | 1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence. |   |  |
|   | 1.5 Describe ways to respect an individual's privacy while managing continence.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 2. Be able to support individuals and their carers to manage continence issues. | 2.1 Encourage an individual and their carers to express <b>preferences</b> and concerns about continence needs.  |   |  |
|   | 2.2 Support the individual and their carers to understand the effects of lifestyle on continence.  |   |  |
|   | 2.3 Explain how and when to access additional support in relation to the management of continence.   |   |  |
| 3. Be able to support the use of equipment to manage continence.                | 3.1 Access information about continence equipment recommended for the individual.  |   |  |
|   | 3.2 Agree with the individual and their carers preferred times and places for using continence equipment.  |   |  |
|   | 3.3 Agree the level and type of support required for use of continence equipment.  |   |  |
|   | 3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote <b>active participation</b> . |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 4. Be able to maintain infection control when supporting individuals to manage continence. | 4.1 Identify risks that may arise while supporting individuals and their carers to manage continence.   |   |  |
|  | 4.2 Encourage the individual and their carers to maintain personal hygiene while managing continence.   |   |  |
|  | 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks.   |   |  |
|  | 4.4 Dispose of used equipment and soiled materials.   |   |  |
|  | 4.5 Ensure the environment is clean, tidy and accessible before and after use.  |   |  |
| 5 Be able to monitor, record and report on support for managing continence.                | 5.1 Monitor, record and report on support for managing continence.  |   |  |
| <b>Additional information about the unit:</b>  |   |   |  |
| Relationship to National Occupational Standards (NOS)                                      | SCDHSC0219  |   |  |
| Additional unit assessment requirements  | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |   |  |



**Additional information about the unit:**

## Unit guidance

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

**Conditions** may include:

- congenital structural problems
- disorders which affect nerve function of the bladder
- overactive bladder disorder
- enuresis/soiling
- polyuria.

**Preferences** may be based on:

- beliefs
- values
- culture.

**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.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 64**

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

Assessor name:

Signature:

Date:

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

## AN 65: Support individuals who are distressed

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | K/615/7258   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 21 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand causes and effects of distress on individuals.                                       | 1.1 Identify causes of distress.   |   |  |
|  | 1.2 Describe signs that may indicate an <b>individual</b> is distressed.                                       |   |  |
|  | 1.3 Explain how distress may affect the way an individual communicates.  |   |  |
| 2. Understand potential impacts on own well-being when supporting an individual who is distressed. | 2.1 Explain how supporting an individual who is distressed may impact on own well-being.                       |   |  |
|  | 2.2 Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed. |   |  |
| 3. Be able to prepare to support individuals who are experiencing distress.                        | 3.1 Access information and advice in relation to supporting an individual who is distressed.                   |   |  |
|  | 3.2 Recognise signs of distress that indicate the need for specialist intervention.                            |   |  |

| <b>Learning outcomes</b><br>The learner will:                    | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 3.3 Describe how to access specialist intervention.  |   |  |
| 4. Be able to support individuals who are experiencing distress. | 4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual. |   |  |
|  | 4.2 Work in ways to alleviate immediate distress.  |   |  |
|  | 4.3 Respond to the individual's reactions.   |   |  |
|  | 4.4 Involve <b>others</b> when supporting an individual who is distressed.   |   |  |
| 5. Be able to support individuals to manage distress.            | 5.1 Encourage the individual to express thoughts and feelings.   |   |  |
|  | 5.2 Work with the individual and others to identify triggers for distress.   |   |  |
|  | 5.3 Work with an individual and others to manage triggers or alleviate causes of distress.   |   |  |
|  | 5.4 Encourage the individual to review ways of coping with distress.   |   |  |
| 6. Be able to record and report on an individual's distress.     | 6.1 Maintain records relating to the individual's distress and the support provided.   |   |  |
|  | 6.2 Report on periods of distress in line with agreed ways of working.   |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | SCDHSC0226   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 65**

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

Assessor name:

Signature:

Date:

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

## AN 68: Support individuals to meet personal care needs

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | J/615/7204  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 16 |
| <b>Unit aim</b>       | This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Be able to work with individuals to identify their needs and preferences in relation to personal care. | 1.1 Encourage the <b>individual</b> to communicate their needs, <b>preferences</b> and personal beliefs affecting their personal care. |   |  |
|   | 1.2 Establish the level and type of support and individual needs for personal care.  |   |  |
|   | 1.3 Agree with the individual how privacy will be maintained during personal care.   |   |  |
| 2. Be able to provide support for personal care.  | 2.1 Obtain <b>valid consent</b> for activities.  |   |  |
|   | 2.2 Support the individual to understand the reasons for hygiene and safety precautions.   |   |  |
|   | 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.                            |   |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.                             |   |  |
|   | 2.5 Describe ways to ensure the individual can summon help when alone during personal care.  |   |  |
|   | 2.6 Ensure safe disposal of waste materials.   |   |  |
| 3. Be able to support individuals to use the toilet.            | 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity.  |   |  |
|   | 3.2 Support the individual to make themselves clean and tidy after using toilet facilities.  |   |  |
|   | 3.3 Support the individual to wash their hands after using the toilet.   |   |  |
| 4. Be able to support individuals to maintain personal hygiene. | 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.                              |   |  |
|   | 4.2 Ensure toiletries, materials and equipment are within reach of the individual.   |   |  |
|   | 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity, and promote active participation. |   |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 5. Be able to support individuals to manage their personal appearance. | 5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.                              |   |  |
|  | 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure.  |   |  |
| 6. Be able to monitor and report on support for personal care.         | 6.1 Seek feedback from the individual and <b>others</b> on how well support for personal care meets the individual's needs and preferences.                                  |   |  |
|  | 6.2 Monitor personal care functions and activities in agreed ways.   |   |  |
|  | 6.3 Record and report on an individual's personal care in agreed ways.   |   |  |
| <b>Additional information about the unit:</b>                          |  |   |  |
| Relationship to National Occupational Standards (NOS)                  | SCDHSC0218   |   |  |
| Additional unit assessment requirements                                | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment. |   |  |



| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 68**

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

Assessor name:

Signature:

Date:

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

## AN 69: Support individuals to eat and drink

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | F/615/7279  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 15 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                           | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Be able to support individuals to make choices about food and drink. | 1.1 Establish the individual's dietary requirements.   |   |  |
|   | 1.2 Establish with the individual and <b>key people</b> the food and drink the individual wishes to consume. |   |  |
|   | 1.3 Encourage the individual to select suitable options for food and drink.                                  |   |  |
|   | 1.4 Describe ways to resolve any concerns about the choice of food and drink.                                |   |  |
|   | 1.5 Describe how and when to seek guidance about an individual's choice of food and drink.                   |   |  |
| 2. Be able to prepare to provide support for eating and drinking.       | 2.1 Identify support an individual requires when eating and drinking.  |   |  |
|   | 2.2 Apply standard precautions for infection control.  |   |  |

| <b>Learning outcomes</b><br>The learner will:          | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.3 Support the individual to prepare to eat and drink.  |   |  |
|  | 2.4 Provide suitable utensils to assist the individual to eat and drink.   |   |  |
| 3. Be able to provide support for eating and drinking. | 3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking.          |   |  |
|  | 3.2 Support the individual to consume manageable amounts of food and drink at their own pace.                        |   |  |
|  | 3.3 Encourage the individual to eat and drink.   |   |  |
|  | 3.4 Support the individual to clean themselves if food or drink is spilt.  |   |  |
|  | 3.5 Respond to an individual's feedback or observed reactions while eating and drinking.                             |   |  |
| 4. Be able to clear away after eating and drinking.    | 4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away. |   |  |
|  | 4.2 Confirm that the individual has finished eating and drinking.  |   |  |
|  | 4.3 Clear away used crockery and utensils in a way that promotes <b>active participation</b> .                       |   |  |

| <b>Learning outcomes</b><br>The learner will:                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking.  |   |  |
|   | 4.5 Store or dispose any left-over food and drink.  |   |  |
| 5. Be able to monitor eating and drinking and the support provided. | 5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.   |   |  |
|   | 5.2 Monitor, record and report: <ul style="list-style-type: none"> <li>the food and drink the individual consumes</li> <li>any issues or concerns in relation to the individual and their eating and drinking.</li> </ul> |   |  |
|   | 5.3 Report support provided for eating and drinking.  |   |  |
| <b>Additional information about the unit:</b>                       |   |   |  |
| Relationship to National Occupational Standards (NOS)               | SCDHSC0213, SCDHSC0214.   |   |  |
| Additional unit assessment requirements                             | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment.   |   |  |

**Additional information about the unit:**

Unit guidance

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**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.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 69**

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

Assessor name:

Signature:

Date:

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

## AN 70: Provide support to manage pain and discomfort

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | K/615/7244  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 15 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand how to support individuals to manage pain and discomfort. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand approaches to managing pain and discomfort.           | 1.1 Explain the importance of a holistic approach to managing pain and discomfort.                              |   |  |
|   | 1.2 Describe different approaches to alleviate pain and minimise discomfort.                                    |   |  |
|   | 1.3 Outline <b>agreed ways of working</b> that relate to managing pain and discomfort.                          |   |  |
| 2. Be able to assist in minimising individuals' pain or discomfort. | 2.1 Describe how pain and discomfort may affect an <b>individual's</b> holistic well-being and communication.   |   |  |
|   | 2.2 Encourage an individual to express their pain or discomfort.  |   |  |
|   | 2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this. |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.4 Support carers to recognise when individuals are in pain or discomfort.                                |   |  |
|  | 2.5 Explain how to evaluate pain levels using <b>assessment tools</b> in own area of work.                 |   |  |
|  | 2.6 Encourage an individual and their carers to use self-help methods of pain control.                     |   |  |
|  | 2.7 Assist an individual to be positioned safely and comfortably.  |   |  |
|  | 2.8 Carry out agreed measures to alleviate pain and discomfort.  |   |  |
| 3. Be able to monitor, record and report on the management of individuals' pain or discomfort. | 3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort. |   |  |
|  | 3.2 Complete records in line with agreed ways of working.  |   |  |
|  | 3.3 Report findings and concerns as required.  |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0216, SFHCHS164.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p> |

| Additional information about the unit: |   |
|--|---|
| Unit guidance                          | <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Assessment tools</b> includes the use of pain scores.</p> |

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

|  |       |
|--|-------|
| <b>Assessor sign off of completed unit: AN 70</b><br>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. |       |
| Assessor name:   |       |
| Signature:   | Date: |

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



## AN 71: Provide support for sleep

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | K/615/7339  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 13 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the importance of sleep.                 | 1.1 Explain how sleep contributes to an <b>individual's</b> well-being.                                       |   |  |
|  | 1.2 Identify reasons why an individual may find it hard to sleep.   |   |  |
|  | 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well.      |   |  |
| 2. Be able to establish conditions suitable for sleep. | 2.1 Describe conditions likely to be suitable for sleep.  |   |  |
|  | 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual.                     |   |  |
|  | 2.3 Adjust own behaviour to contribute to a restful environment.  |   |  |
|  | 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep. |   |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to assist an individual to sleep.                                | 3.1 Explain the importance of a holistic approach to assisting sleep.   |   |  |
|   | 3.2 Encourage the individual to communicate the support they need to sleep.   |   |  |
|   | 3.3 Assist the individual to find a position for sleep consistent with their plan of care.  |   |  |
|   | 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow <b>agreed ways of working</b> . |   |  |
| 4. Be able to monitor sleep.  | 4.1 Establish with the individual and others how sleep will be monitored.   |   |  |
|   | 4.2 Record agreed observations relating to the individual's sleep and the assistance given.                                       |   |  |
| 5. Know how to access information and advice about difficulties with sleep. | 5.1 Describe situations in which additional information or assistance about sleep would be needed.                                |   |  |
|   | 5.2 Explain how to access additional information and assistance.  |   |  |

| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | SCDHSC0216.   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Agreed ways of working</b> will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 71**

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

Assessor name:

Signature:

Date:

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

## AN 72: Support individuals with specific communication needs

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/615/7320  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 5   | <b>GL</b>         | 35 |
| <b>Unit aim</b>       | This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand an individual's specific communication needs. | 1.1 Explain the importance of meeting an <b>individual's</b> communication needs.  |   |  |
|   | 1.2 Explain how and when to access information and support in relation to <b>communication needs</b> .                     |   |  |
|   | 1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs. |   |  |
|   | 1.4 Identify a range of communication methods and aids to support individuals to communicate.                              |   |  |
|   | 1.5 Analyse features of the environment that impact on communication.  |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system. |   |  |
|   | 1.7 Describe the potential effects on an individual of having unmet communication needs.                             |   |  |
| 2. Understand how to support the use of communication technology and aids.                          | 2.1 Identify specialist services relating to communication technology and aids.                                      |   |  |
|   | 2.2 Describe types of support that an individual may need in order to use communication technology and aids.         |   |  |
|   | 2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly.        |   |  |
| 3. Be able to contribute to identifying and addressing specific communication needs of individuals. | 3.1 Work in partnership with the individual and others to identify the individual's communication needs.             |   |  |
|   | 3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs.            |   |  |
| 4. Be able to interact with individuals using their preferred communication method.                 | 4.1 Prepare the environment to facilitate communication.   |   |  |
|   | 4.2 Use agreed methods of communication to interact with the individual.   |   |  |
|   | 4.3 Monitor the individual's responses during and after the interaction.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                      | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 4.4 Adapt own practice to improve communication with the individual.  |   |  |
| 5. Be able to promote communication between individuals and others.                | 5.1 Support the individual to develop communication methods.  |   |  |
|  | 5.2 Provide opportunities for the individual to communicate with others.  |   |  |
|  | 5.3 Support others to be understood by the individual.  |   |  |
|  | 5.4 Support others to understand the individual.  |   |  |
| 6. Be able to review an individual's communication needs and the support provided. | 6.1 Collate information in relation to an individual's communication and the support provided.  |   |  |
|  | 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided.   |   |  |
|  | 6.3 Work with others to support the continued development of communication.   |   |  |
| <b>Additional information about the unit:</b>                                      |   |   |  |
| Relationship to National Occupational Standards (NOS)                              | SCDHSC0369  |   |  |
| Additional unit assessment requirements  | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.</p> |   |  |

| Additional information about the unit: |  |
|--|--|
| Unit guidance                          | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Communication needs</b> may include:</p> <ul style="list-style-type: none"> <li>• different language</li> <li>• hearing loss (both minor and major)</li> <li>• learning difficulties</li> <li>• finding speech difficult.</li> </ul> <p>Examples of communication techniques include:</p> <ul style="list-style-type: none"> <li>• sign language</li> <li>• speed of verbal communication</li> <li>• volume of verbal communication</li> <li>• body language</li> <li>• written instead of verbal</li> <li>• listening.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 72**

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

Assessor name:

Signature:

Date:

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

## AN 73: Support individuals undergoing healthcare activities

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | H/615/7260   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 22 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                        | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand healthcare activities in order to support individuals. | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities. |   |  |
|  | 1.2 Describe anatomy and physiology in relation to the healthcare activity.  |   |  |
|  | 1.3 Explain the purposes and use of medical equipment and devices required for the procedure.  |   |  |
|  | 1.4 Explain the roles and responsibilities of team members.  |   |  |



| <b>Learning outcomes</b><br>The learner will:                       | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 1.5 State protection/ precautionary measures: <ul style="list-style-type: none"> <li>• for the procedure being carried out</li> <li>• how they should be applied</li> <li>• the implications and consequences of not applying these measures.</li> </ul> |   |  |
|   | 1.6 Explain how to manage the privacy and dignity of an <b>individual</b> in both conscious and unconscious states.  |   |  |
|   | 1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity.  |   |  |
| 2. Be able to prepare individuals to undergo healthcare activities. | 2.1 Introduce self and confirm the individual's identity.  |   |  |
|   | 2.2 Explain the procedure to the individual and <b>relevant others</b> .   |   |  |
|   | 2.3 Confirm that <b>valid consent</b> has been obtained.   |   |  |
|   | 2.4 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities.  |   |  |
|   | 2.5 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                       | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.6 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and <b>preferences</b> . |   |  |
|   | 2.7 Refer any concerns or questions to others if unable to answer.   |   |  |
|   | 2.8 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times.                 |   |  |
| 3. Be able to support individuals undergoing healthcare activities. | 3.1 Inform and reassure individuals.   |   |  |
|   | 3.2 Apply standard precautions for infection prevention and control.   |   |  |
|   | 3.3 Apply health and safety measures relevant to the healthcare activity and environment.  |   |  |
|   | 3.4 Recognise any ill effects or adverse reactions.  |   |  |
|   | 3.5 Take actions in response to any ill effects or adverse reactions.  |   |  |
|   | 3.6 Ensure that an individual's privacy and dignity are maintained at all times.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 4. Be able to support individuals following the healthcare activities. | 4.1 Provide the individual with the facilities and support for the period of recovery.  |   |  |
|  | 4.2 Monitor an individual and recognise signs of ill effects or adverse reactions.  |   |  |
|  | 4.3 Take action in response to any ill effects or adverse reactions.  |   |  |
|  | 4.4 Give individuals and relevant others instructions and advice, within scope of own role.   |   |  |
|  | 4.5 Explain how to confirm any requirements for transport and escorts and make the necessary arrangements.  |   |  |
|  | 4.6 Make records appropriate to the role.   |   |  |
|  | 4.7 Maintain confidentiality of information in accordance with guidelines and procedures.   |   |  |
| <b>Additional information about the unit:</b>                          |   |   |  |
| Relationship to National Occupational Standards (NOS)                  | GEN4, GEN5.   |   |  |
| Additional unit assessment requirements                                | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |   |  |

**Additional information about the unit:**

## Unit guidance

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

**Relevant others** may include:

- parent/s
- carer
- those with parental responsibility.

**Valid consent** must be in line with agreed UK country definition.

**Preferences** may be based on:

- beliefs
- values
- culture.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 73**

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

Assessor name:

Signature:

Date:

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

## AN 79: Promotion of general health and well-being



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | K/615/7292   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 12 |
| <b>Unit aim</b>       | This unit is concerned with health promotion related to general health and well-being. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Know the methods of health promotion planning.                                       | 1.1 Outline the stages of a health promotion project.                                    |   |  |
|   | 1.2 Distinguish between aims and objectives.   |   |  |
|   | 1.3 Explain the importance of needs assessments.   |   |  |
| 2. Be able to identify opportunities for the practical application of health promotion. | 2.1 Recognise appropriate applications of own health promotion knowledge.                |   |  |
|   | 2.2 Identify opportunities for health promotion within own workplace.                    |   |  |
|   | 2.3 Outline strategies for health promotion opportunities.                               |   |  |
| 3. Understand the scientific basis of health promotion.                                 | 3.1 Describe the evidence available for the cause(s) of one body system-related disease. |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 3.2 Identify the effect of this disease on general health and well-being.   |   |  |
|   | 3.3 Review current methods of disease prevention.   |   |  |
|   | 3.4 State appropriate health promotion messages.  |   |  |
| <b>Additional information about the unit:</b>         |   |   |  |
| Relationship to National Occupational Standards (NOS) | PHP13, 14, 15 & 16<br>CVD ED2 & 3, CHD EB2.   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment. |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 79**

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

Assessor name:

Signature:

Date:

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

## AN 81: Prepare individuals for healthcare activities

|                       |  |                   |   |
|-----------------------|--|-------------------|---|
| <b>Unit reference</b> | J/615/7235   | <b>Unit level</b> | 2 |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 9 |
| <b>Unit aim</b>       | The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner. |                   |   |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities. | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an <b>individual</b> for healthcare activities. |   |  |
|  | 1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities.  |   |  |
| 2. Be able to prepare individuals for healthcare activities.   | 2.1 Greet the individual, introduce yourself and own role.   |   |  |
|  | 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain <b>valid consent</b> .   |   |  |
|  | 2.3 Maintain the individual's privacy and dignity at all times.  |   |  |
|  | 2.4 Apply standard precautions for infection prevention and control.   |   |  |

| <b>Learning outcomes</b><br>The learner will:          | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.5 Confirm that the individual has complied with any pre-procedural instruction.  |   |  |
|  | 2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and <b>preferences</b> .   |   |  |
|  | 2.7 Respond to any questions the individual may have, referring to <b>others</b> when required.  |   |  |
|  | 2.8 Prepare the individual for the healthcare activity in accordance to the requirements of the activity.  |   |  |
|  | 2.9 Explain how to respond to any issue that arises.   |   |  |
| 3. Be able to record and report healthcare activities. | 3.1 Record information in line with national and local policy and protocol.  |   |  |
|  | 3.2 Describe how to report any issues that arise to the relevant person.   |   |  |
| <b>Additional information about the unit:</b>          |  |   |  |
| Relationship to National Occupational Standards (NOS)  | GEN4   |   |  |
| Additional unit assessment requirements                | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2 and 3 must be assessed in the real work environment. |   |  |



**Additional information about the unit:**

## Unit guidance

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

**Valid consent** must be in line with agreed UK country definition.

**Preferences** may be based on:

- beliefs
- values
- culture.

**Others** may include:

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

AC 2.8 ensuring:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 81**

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

Assessor name:

Signature:

Date:

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

AN 82: Select and wear appropriate personal protective equipment for work in healthcare settings

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/615/7245   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 15 |
| <b>Unit aim</b>       | <p>This unit aims to develop the learner in achieving a professional standard when dressing for work.</p> <p>Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.</p> |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting. | 1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings.   |   |  |
|  | 1.2 Explain standard precautions for infection prevention and control which affect own practice in: <ul style="list-style-type: none"> <li>• preparing for work</li> <li>• dressing for work.</li> </ul> |   |  |
|  | 1.3 Explain how and when to cleanse own hands in line with local policy and protocol.  |   |  |
|  | 1.4 Explain the importance of maintaining a professional appearance and presentation.  |   |  |
|  | 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting.  |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 2. Be able to select and use personal protective equipment (PPE) in a healthcare setting. | 2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken.                          |   |  |
|   | 2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken.                              |   |  |
|   | 2.3 Describe how PPE may become unsuitable for use, including the actions to take if this happens.                                |   |  |
|   | 2.4 Remove and dispose of PPE in line with local policy and protocol.   |   |  |
|   | 2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation. |   |  |
|   | 2.6 Describe the importance of promptly reporting reduction in stocks of PPE.   |   |  |
|   | 2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used.   |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | GEN2   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with Skills for Health's Assessment Principles.</p> <p>Learning outcome 2 must be assessed in a real work environment.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 82**

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

Assessor name:

Signature:

Date:

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

## AN 83: Assist the practitioner to carry out healthcare activities

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/615/7239  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2   | <b>GL</b>         | 13 |
| <b>Unit aim</b>       | <p>This unit develops the assistant's role and skills in supporting the healthcare practitioner and can be evidenced in a range of environments.</p> <p>It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting.</p> |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities. | 1.1 Summarise own roles, responsibilities and accountability with regard to: <ul style="list-style-type: none"> <li>• current legislation</li> <li>• national guidelines</li> <li>• policies, protocols and good practice guidelines.</li> </ul> |   |  |
| 2. Be able to assist the practitioner in carrying out healthcare activities.  | 2.1 Identify the information needed by the practitioner: <ul style="list-style-type: none"> <li>• prior to carrying out <b>healthcare activities</b></li> <li>• during healthcare activities.</li> </ul>   |   |  |
|   | 2.2 Confirm the identity of the <b>individual</b> .  |   |  |
|   | 2.3 Confirm <b>valid consent</b> has been obtained.  |   |  |
|   | 2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice.  |   |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.5 Communicate information to other team members while maintaining confidentiality.   |   |  |
|   | 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements.  |   |  |
|   | 2.7 Collaborate during activities that require team work.  |   |  |
|   | 2.8 Record information as directed by the practitioner in line with national and local policy.   |   |  |
| <b>Additional information about the unit:</b>         |  |   |  |
| Relationship to National Occupational Standards (NOS) | GEN8   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcome 2 must be assessed in a real work environment.  |   |  |
| Unit guidance   | <p><b>Healthcare activities</b> could include clinical or therapeutic activities.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 83**

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

Assessor name:

Signature:

Date:

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

## AN 84: Monitor and maintain the environment and resources during and after healthcare activities

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | F/615/7248  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 20 |
| <b>Unit aim</b>       | This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during healthcare activities. Knowledge of monitoring and maintenance parameters informs practice. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Know the procedures for monitoring and maintaining the environment and resources. | 1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability. |   |  |
|  | 1.2 Identify the procedures relating to monitoring the environment during specific <b>healthcare activities</b> in own work practice.        |   |  |
|  | 1.3 Identify the <b>resources</b> needed during specific healthcare activities in own work practice.   |   |  |
|  | 1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice.                          |   |  |
|  | 1.5 Outline the hazards and risks associated with procedures carried out in own work practice, including how these are controlled.           |   |  |



| <b>Learning outcomes</b><br>The learner will:                     | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|--|--|
| 2. Be able to operate equipment.                                  | 2.1 Explain the importance of ensuring equipment is safe to use.  |  |  |
|   | 2.2 Apply standard precautions for infection control when handling equipment.   |  |  |
|   | 2.3 Implement health and safety measures when handling equipment.   |  |  |
|   | 2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice. |  |  |
| 3. Be able to monitor and maintain the environment and resources. | 3.1 Maintain environmental conditions at the levels required by the activity.   |  |  |
|   | 3.2 Replenish and replace resources as required for the activity.   |  |  |
|   | 3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity.                            |  |  |
|   | 3.4 Return unused and/or surplus resources to the correct storage location.   |  |  |
|   | 3.5 Store resources in line with local policy or protocol at the end of the activity.   |  |  |
|   | 3.6 Maintain monitoring records in line with national and local policies and protocols.   |  |  |

| <b>Learning outcomes</b><br>The learner will:         | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 4. Be able to clean resources in own work area.       | 4.1 Maintain the levels of cleanliness required in own work area.  |   |  |
|   | 4.2 Clean fixed resources after use in line with national and local policies and protocols.  |   |  |
|   | 4.3 Clean reusable resources and make safe prior to storage.   |   |  |
|   | 4.4 Dispose of waste in line with national and local policy.   |   |  |
| <b>Additional information about the unit:</b>         |  |   |  |
| Relationship to National Occupational Standards (NOS) | GEN7   |   |  |
| Additional unit assessment requirements               | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.        |   |  |
| Unit guidance   | <b>Healthcare activities</b> could include clinical or therapeutic activities.<br><br><b>Resources</b> are all equipment, items or materials used to undertake activities. |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 84**

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

Assessor name:

Signature:

Date:

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

## AN 87: Contribute to the care of a deceased person

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | F/615/7296   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 24 |
| <b>Unit aim</b>       | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                              | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Know the factors that affect how individuals are cared for after death. | 1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased <b>individuals</b> .                                   |   |  |
|  | 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for.   |   |  |
|  | 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals.                            |   |  |
|  | 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals.    |   |  |
|  | 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions. |   |  |

| <b>Learning outcomes</b><br>The learner will:                                       | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 2. Be able to contribute to supporting those who are close to deceased individuals. | 2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual.  |   |  |
|   | 2.2 Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> <li>• reduce their distress</li> <li>• respect the deceased individual.</li> </ul> |   |  |
| 3. Be able to contribute to preparing deceased individuals prior to transfer.       | 3.1 Contact <b>key people</b> according to the deceased individual's personal beliefs, expressed wishes and <b>preferences</b> .   |   |  |
|   | 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death.   |   |  |
|   | 3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified.  |   |  |
|   | 3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture.  |   |  |
|   | 3.5 Apply standard precautions for infection control during preparation of the deceased individual.  |   |  |
|   | 3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements.                             |   |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 4. Be able to contribute to transferring deceased individuals             | 4.1 Contact appropriate organisations.   |   |  |
|   | 4.2 Carry out agreed role in transferring the deceased individual.   |   |  |
|   | 4.3 Record details of the care and transfer of the deceased individual.  |   |  |
| 5. Be able to manage own feelings in relation to the death of individuals | 5.1 Identify ways to manage own feelings in relation to an individual's death.   |   |  |
|   | 5.2 Access support systems to deal with own feelings in relation to an individual's death.   |   |  |
| <b>Additional information about the unit:</b>                             |  |   |  |
| Relationship to National Occupational Standards (NOS)                     | SCDHSC0239   |   |  |
| Additional unit assessment requirements                                   | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. |   |  |

**Additional information about the unit:**

Unit guidance

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

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Preferences** may be based on:

- beliefs
- values
- culture.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 87**

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

Assessor name:

Signature:

Date:

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

## AN 98: Contribute to the effectiveness of teams

|                       |  |                   |   |
|-----------------------|--|-------------------|---|
| <b>Unit reference</b> | D/615/7256   | <b>Unit level</b> | 2 |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 5 |
| <b>Unit aim</b>       | The aim of this unit is to introduce learners to the skills and knowledge that will ensure they contribute to the effectiveness of teams. The unit also addresses time management. |                   |   |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the importance of own role and how it contributes to the team performance. | 1.1 Describe the team's overall objectives and purpose.   |   |  |
|  | 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes. |   |  |
|  | 1.3 Identify other team members, their roles and responsibilities within the team.                    |   |  |
|  | 1.4 Explain their activities and ideas to other members in the team.                                  |   |  |
| 2. Be able to reflect on own performance.  | 2.1 Use feedback or suggestions from others to enable them to improve own practice within the team.   |   |  |
|  | 2.2 Propose suggestions or ideas to benefit team members and improve team working.                    |   |  |
|  | 2.3 Undertake development and learning to interact with the team more effectively.                    |   |  |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to manage time and commitments effectively.                                | 3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities.   |   |  |
|   | 3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales.   |   |  |
| 4. Be able to establish effective working relationships with all members of the team. | 4.1 Behave towards other team members in a way that supports the effective functioning of the team.   |   |  |
|   | 4.2 Resolve differences of opinion and conflicts within the team in ways which respect other team members' points of view.  |   |  |
| <b>Additional information about the unit:</b>   |   |   |  |
| Relationship to National Occupational Standards (NOS)                                 | SCDHSC0241  |   |  |
| Additional unit assessment requirements   | This unit must be assessed in line with Skills for Health's Assessment Principles.<br><br>Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |   |  |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: AN 98**

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

Assessor name:

Signature:

Date:

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

## HSC AS 1: Support activities for individuals and groups that promote well-being

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/616/6521  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support activities for individuals and groups that promote well-being. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                          | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the impact of activity on <b>well-being</b> .            | 1.1 Define activity provision within the context of adult care.   |   |  |
|  | 1.2 Give examples of the <b>types of activities</b> that focus on self-care social interaction.                 |   |  |
|  | 1.3 Describe how activities can be beneficial to an <b>individual's</b> identity, self-esteem, and contentment. |   |  |
|  | 1.4 Describe how engagement and participation in activities can support an individual's well-being.             |   |  |
|  | 1.5 Explain how to support individuals to participate in an <b>activity-based model of care</b> .               |   |  |
| 2. Be able to support individuals to identify and plan for activities. | 2.1 Work with individuals and <b>others</b> to identify interests, choices, preferences and needs.              |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.2 Agree with individuals activities that meet the identified interests, choices, preferences and needs.       |   |  |
|  | 2.3 Agree with the individual the type and level of support needed for participation in activities.             |   |  |
|  | 2.4 Contribute to the risk-assessment process for participation in activities.                                  |   |  |
|  | 2.5 Support individuals to understand the agreed activities.  |   |  |
| 3. Be able to support group members to identify and plan activities.                             | 3.1 Provide support to engage and enable group members to communicate in a group setting.                       |   |  |
|  | 3.2 Work with group members to agree and plan desired activities.   |   |  |
|  | 3.3 Support group members to understand the agreed activities.  |   |  |
|  | 3.4 Encourage interaction between group members that promotes pleasure, co-operation, inclusion and well-being. |   |  |
| 4. Be able to encourage and support individuals and groups to participate in planned activities. | 4.1 Support individuals and groups in a way that promotes <b>active participation</b> .                         |   |  |
|  | 4.2 Observe and adjust support in response to any requests, changes or difficulties encountered.                |   |  |

| <b>Learning outcomes</b><br>The learner will:                                     | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 4.3 Give positive and constructive feedback to individuals during activities.  |   |  |
|   | 4.4 Maintain records about activities in line with <b>agreed ways of working</b> .                                   |   |  |
| 5. Be able to contribute to the review, evaluation and improvement of activities. | 5.1 Seek feedback from individuals and group members on their experiences of the activities and support provided.    |   |  |
|   | 5.2 Encourage individuals and group members to make suggestions for maintaining or improving activities.             |   |  |
|   | 5.3 Contribute to the review and evaluation of activities to improve outcomes for individuals and group members.     |   |  |
|   | 5.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals and group members. |   |  |
|   | 5.5 Report your findings in line with agreed ways of working.  |   |  |

| Additional information about the unit:                |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | HSC228, HSC210, HSC211, HSC212.   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Types of activities</b> may include:</p> <ul style="list-style-type: none"> <li>• leisure and recreational</li> <li>• social activities, visits and trips</li> <li>• religious and cultural interests</li> <li>• entertainment</li> <li>• hobbies</li> <li>• self-care activity</li> <li>• spontaneous activity</li> <li>• therapeutic activity, e.g. reminiscence therapy, relaxations and anxiety management, remedial games, art or music</li> <li>• therapy assistance, e.g. physiotherapy, occupational therapy, speech therapy.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Activity-based model of care</b> may include:</p> <ul style="list-style-type: none"> <li>• daily living, interactions and personal care</li> <li>• choice and control</li> <li>• self-care activities</li> <li>• experts by experience.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or</li> </ul> |

**Additional information about the unit:**

social care services

- families, carers and advocates.

**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.

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 1**

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

Assessor name:

Signature:

Date:

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

## HSC AS 6: Support individuals in the use of assistive living technology

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | Y/616/6523  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 19 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals in the use of assistive living technology. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                     | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the purpose of <b>assistive living technology</b> . | Outline current legislation and codes of practice that safeguard an <b>individual's</b> dignity, autonomy, privacy and confidentiality in relation to the use of assistive living technology.  |   |  |
|   | 1.1 Define the term 'assistive living technology'.   |   |  |
|   | 1.2 Describe the <b>types of assistive living technologies</b> in relation to: <ul style="list-style-type: none"> <li>• independent living</li> <li>• education, entertainment and social interaction</li> <li>• adapting and maintaining healthy living.</li> </ul> |   |  |
| 2. Understand the principles of assistive living technology.      | 2.1 Explain how assistive living technology supports an individual's quality of life, independence and <b>well-being</b> .   |   |  |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.2 Describe the benefits of using assistive living technology in person-centred care and support planning.                          |   |  |
|   | 2.3 Explain limitations and barriers to using assistive living technology.   |   |  |
|   | 2.4 Describe the process for assessing, implementing and reviewing the use of assistive living technology with an individual.        |   |  |
|   | 2.5 Describe the roles and responsibilities of <b>others</b> that may be involved in the provision of assistive living technologies. |   |  |
| 3. Be able to support individuals to make informed choices in relation to the use of assistive living technology. | 3.1 Support an individual to access information about assistive living technology.   |   |  |
|   | 3.2 Work with an individual to explore any concerns or issues they may have about choosing and using assistive living technology.    |   |  |
|   | 3.3 Support an individual to select assistive living technology to meet their needs.   |   |  |
|   | 3.4 Use agreed processes to establish consent.   |   |  |
|   | 3.5 Report and record the use of assistive technology in line with <b>agreed ways of working</b> .                                   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 4. Be able to support individuals and others in the use of assistive living technology. | 4.1 Encourage and support an individual and others to use assistive living technology.  |   |  |
|   | 4.2 Support an individual and others to assess their ability to use assistive living technology.  |   |  |
|   | 4.3 Support an individual and others to identify areas that require further support and guidance in relation to the use of assistive living technology.   |   |  |
|   | 4.4 Support an individual and others in the safe use of assistive living technology.  |   |  |
|   | 4.5 Support an individual and others to understand instructions on safe use of assistive living technology.   |   |  |
|   | 4.6 Provide an individual and others with information on the maintenance of assistive living technology.  |   |  |
|   | 4.7 Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: <ul style="list-style-type: none"> <li>• procedure</li> <li>• contact details</li> <li>• associated cost.</li> </ul> |   |  |
|   | 4.8 Review own skills in <b>information technology and digital literacy</b> .   |   |  |
|   | 4.9 Enable an individual and others to provide feedback on the use of assistive living technology.  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | Sensory Services 4, 5, 6, 7, 9, 11.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Assistive living technology</b> may include:</p> <ul style="list-style-type: none"> <li>• electronic <ul style="list-style-type: none"> <li>- sensor mats or pads</li> <li>- echo box/reminding tool</li> <li>- key pad entries</li> <li>- key with lights</li> <li>- apps for budgeting/direction finding/instructions</li> <li>- talking books</li> </ul> </li> <li>• physical <ul style="list-style-type: none"> <li>- kettle tippers</li> <li>- jar openers</li> <li>- special cutlery/utensils</li> <li>- key safe box</li> <li>- sticks to pull socks up.</li> </ul> </li> </ul> <p><b>Types of assistive living technologies</b> may include:</p> <ul style="list-style-type: none"> <li>• push-button, pendent and pull-cord alarms</li> <li>• sensors and monitors</li> <li>• vital signs and physiological measurement – portable diagnostic equipment</li> <li>• fall-monitoring technologies</li> <li>• broadband-based technology</li> <li>• wireless-based equipment</li> <li>• mouth sticks, head pointers, voice recognition</li> <li>• audio-visual technology</li> <li>• telehealth – virtual or tele-consultation with health and or support workers</li> <li>• social media</li> <li>• digital therapeutic tracker devices and activity-monitoring systems</li> <li>• implantable drug delivery mechanisms</li> <li>• telecare</li> <li>• adapted physical aids, gadgets and resources, e.g. arm supports</li> <li>• home environment controllers, e.g. closing curtains, energy usage.</li> </ul> |

**Additional information about the unit:**

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

**Well-being** may include aspects that are:

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

**Others** may include:

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

**Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers.

**Information and digital literacy** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 6**

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

Assessor name:

Signature:

Date:

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

## HSC AS 13: Support individuals to meet nutritional and hydration needs

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/616/6524  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 28 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to meet nutritional and hydration needs. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:    | <b>Assessment criteria</b><br>The learner can:                          | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the principles of a balanced diet. | 1.1 Outline current <b>nutritional guidelines</b> for a balanced diet.  |   |  |
|  | 1.2 Identify the main food groups.                                      |   |  |
|  | 1.3 Identify sources of essential nutrients.                            |   |  |
|  | 1.4 Explain the importance of a balanced diet.                          |   |  |
|  | 1.5 Outline how nutritional requirements vary between different groups. |   |  |
|  | 1.6 Explain the impact of a poor diet on health and well-being.         |   |  |
| 2. Understand hydration.                         | 2.1 Explain the importance of hydration.                                |   |  |
|  | 2.2 Outline the signs of dehydration.                                   |   |  |
|  | 2.3 Explain the impact of dehydration on health and well-being.         |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 3. Understand how to prevent malnutrition.   | 3.1 Identify signs of malnutrition.   |   |  |
|  | 3.2 Outline <b>risk factors</b> that may contribute to malnutrition.                                      |   |  |
|  | 3.3 Outline ways of increasing nutritional density of foods and drinks through fortification.             |   |  |
|  | 3.4 Outline the use of nutritional supplements.   |   |  |
| 4. Understand how to meet special dietary requirements.                                    | 4.1 Identify <b>factors</b> which influence an individual's dietary needs and preferences.                |   |  |
|  | 4.2 Give examples of <b>special dietary requirements</b> associated with common health conditions.        |   |  |
|  | 4.3 Outline the potential risks of not following special dietary requirements.                            |   |  |
|  | 4.4 Explain: <ul style="list-style-type: none"> <li>• food intolerance</li> <li>• food allergy</li> </ul> |   |  |
|  | 4.5 Identify sources of information and support in relation to special dietary requirements.              |   |  |
| 5. Understand person-centred approaches in relation to supporting nutrition and hydration. | 5.1 Describe the importance of understanding an <b>individual's</b> nutrition and hydration needs.        |   |  |
|  | 5.2 Describe how mealtime environments can be a barrier to meeting nutritional and hydration needs.       |   |  |

| <b>Learning outcomes</b><br>The learner will:              | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|--|--|
|  | 5.3 Describe how mealtime environments and food presentation can be used to promote nutrition and hydration.                              |  |  |
|  | 5.4 Describe how to provide assistance to individuals with eating and drinking in a way that maintains dignity, respect and independence. |  |  |
|  | 5.5 Outline how a range of aids and adaptations can be used to support an individual with eating and drinking.                            |  |  |
| 6. Be able to support and monitor nutrition and hydration. | 6.1 Establish with an individual their choice of food and drink.  |  |  |
|  | 6.2 Encourage the individual to select options to meet their nutritional needs.   |  |  |
|  | 6.3 Identify the level and type of support needed for eating and drinking.  |  |  |
|  | 6.4 Support an individual to position themselves for comfort and to promote digestion.  |  |  |
|  | 6.5 Apply food safety and hygiene precautions when preparing and handling food and drink.   |  |  |
|  | 6.6 Present food according to individual preferences with appropriate utensils and aids.  |  |  |
|  | 6.7 Dispose of waste.   |  |  |
|  | 6.8 Complete records to monitor nutrition and hydration.  |  |  |



| <b>Learning outcomes</b><br>The learner will:       | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 6.9 Explain actions to take in relation to concerns regarding nutrition and hydration.   |   |  |
| 7. Understand food safety and hygiene requirements. | 7.1 Identify food safety standards.  |   |  |
|   | 7.2 Outline hazards in relation to handling and storing food.  |   |  |
|   | 7.3 Describe food safety and hygiene protocols in relation to: <ul style="list-style-type: none"> <li>• storage</li> <li>• preparation</li> <li>• serving and presentation</li> <li>• disposal.</li> </ul> |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | HSC 213   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 6 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Nutritional guidelines</b> may include the latest national guidance for appropriate groups according to approved national sources such as the Eat Well Guide, National Institute for Health and Care Excellence (NICE).</p> <p><b>Risk factors</b> may include:</p> <ul style="list-style-type: none"> <li>• dysphagia – eating, drinking or swallowing problems</li> <li>• effects of medication</li> <li>• physical or mental health</li> <li>• specific conditions such as dementia</li> <li>• oral health</li> <li>• communication</li> <li>• understanding of healthy and balanced diet</li> </ul> |

|  |  |
|--|--|
|  | <p>appropriate to the individual.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• culture and religion</li> <li>• individual preferences and habits</li> <li>• physical factors, e.g. positioning, oral hygiene</li> <li>• psychological factors, e.g. depression, eating disorders</li> <li>• income</li> <li>• lifestyle</li> <li>• media</li> <li>• family and peer group influences.</li> </ul> <p><b>Special dietary requirements</b> may include diets for an illness or condition, e.g. food allergy, diabetes, eating, drinking or swallowing difficulty – dysphagia, coeliac disease.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |
|--|--|

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 13**

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

Assessor name:

Signature:

Date:

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

## HSC AS 15: Understand personalisation in adult care



|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | L/616/6339  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 22 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required in relation to personalisation in adult care. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand personalisation in social care                | 1.1 Summarise current legislation, statutory guidance and national policies that promote personalisation.            |   |  |
|   | 1.2 Define the term 'personalisation'.   |   |  |
|   | 1.3 Explain the relationship between personalisation, rights, choice and control, independent living and well-being. |   |  |
| 2. Understand systems which promote personalisation.        | 2.1 Summarise <b>local and national systems</b> which promote personalisation.                                       |   |  |
|   | 2.2 Identify types of care and support planning tools available.   |   |  |
| 3. Understand how to implement personalisation in practice. | 3.1 Explain the care planning process.   |   |  |
|   | 3.2 Describe strategies to overcome barriers to personalisation.   |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 3.3 Outline the role of risk management in promoting personalised care.   |   |  |
|   | 3.4 Describe types of support that <b>individuals</b> or their families can access in relation to personalised care services. |   |  |
|   | 3.5 Outline the role of independent advocacy in promoting personalisation.  |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | HSC 24, HSC 35, HSC 346, HSC 3119.  |
| Additional unit assessment requirements               | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  |
| Unit guidance   | <p><b>Local and national systems</b> may include:</p> <ul style="list-style-type: none"> <li>• assessed and eligible</li> <li>• assessed and self-funded</li> <li>• personal budgets</li> <li>• direct payments</li> <li>• deferred payment agreements</li> <li>• carers allowance</li> <li>• benefits and grants.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 15**

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

Assessor name:

Signature:

Date:

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

## HSC AS 16: Understand the principles of positive behaviour support



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | K/616/6526   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 35 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required in relation to positive behaviour support. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand current legislation, frameworks, policies and codes of practice in relation to positive behaviour support. | 1.1 Outline current legislation, frameworks, policies and codes of practice in relation to positive behaviour support. |   |  |
|  | 1.2 Explain what is meant by 'restrictive interventions'.  |   |  |
|  | 1.3 Describe the principle of least restrictive intervention.  |   |  |
|  | 1.4 Identify when restrictive interventions can be used.   |   |  |
|  | 1.5 Outline safeguards that must be in place if restrictive intervention is used.                                      |   |  |
| 2. Understand behaviour as a means of expression.  | 2.1 Explain what is meant by 'positive behaviour'.   |   |  |
|  | 2.2 Describe types of <b>behaviours</b> that challenge.  |   |  |
|  | 2.3 Describe how behaviour is a form of expression.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.4 Describe <b>factors</b> that might influence an <b>individual's</b> behaviour.   |   |  |
| 3. Understand strategies used to support positive behaviour. | 3.1 Describe strategies that are: <ul style="list-style-type: none"> <li>proactive</li> <li>reactive.</li> </ul>   |   |  |
|  | 3.2 Explain reasons for reinforcing positive behaviour with individuals.   |   |  |
| 4. Understand positive behaviour support.                    | 4.1 Define 'positive behaviour support'.   |   |  |
|  | 4.2 Describe the process of <b>positive behaviour support planning</b> .   |   |  |
|  | 4.3 Explain reasons for identifying: <ul style="list-style-type: none"> <li>patterns of behaviour</li> <li>triggers to challenging behaviour.</li> </ul> |   |  |
|  | 4.4 Describe <b>factors</b> to consider when positive behaviour support planning.  |   |  |
|  | 4.5 Identify sources of support, information and guidance for promoting positive behaviour.  |   |  |
|  | 4.6 Explain reasons for reviewing and revising strategies in relation to positive behaviour support.   |   |  |
| 5. Understand how to respond to behaviour that challenges.   | 5.1 Identify reasons for changes in an individual's behaviour.   |   |  |
|  | 5.2 Identify signs that indicate an individual's behaviour may escalate.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 5.3 Explain actions to take in response to behaviour that challenges.                                   |   |  |
|   | 5.4 Describe recording and reporting procedures following an incident.                                  |   |  |
| 6. Understand how to support individuals and others following an incident of behaviour that challenges. | 6.1 Describe how to support an individual following an incident.  |   |  |
|   | 6.2 Describe how an individual can be supported to <b>reflect</b> on an incident.                       |   |  |
|   | 6.3 Describe the potential impacts on <b>others</b> who have witnessed or been involved in an incident. |   |  |
|   | 6.4 Explain the benefits of self-reflection following an incident.                                      |   |  |
|   | 6.5 Explain when the practitioner would seek advice and support following an incident.                  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 326, 337 and 398.  |
| Additional unit assessment requirements               | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   |
| Unit guidance   | <b>Behaviours</b> may include: <ul style="list-style-type: none"> <li>• repetitive/obsessive behaviour</li> <li>• withdrawn behaviour</li> <li>• aggressive behaviour</li> <li>• self-injurious behaviour</li> <li>• disruptive behaviour</li> <li>• anti-social or illegal behaviour</li> <li>• verbally or physically abusive behaviour</li> </ul> |



**Additional information about the unit:**

- uninhibited behaviour.

**Factors (2.4)** may include:

Intrinsic or internal factors relating to the individual, e.g:

- conditions such as dementia or autism that are associated with making sense of the environment or processing information
- stress response
- sensory needs
- frustration
- pain
- past experiences
- physical or mental health
- boredom
- confusion or memory impairment

Extrinsic or external factors, e.g:

- changes to routine
- transition
- environmental stress triggers
- behaviour of others
- inadvertent reinforcement of negative behaviour
- inconsistent approaches
- lack of structure or boundaries
- abuse or exploitation by others
- bullying
- excessive demands
- not being heard or listened to
- lack of communication or information.

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

**Positive behaviour support plan:**

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

**Factors (4.4)** may include:

- historical
- physical and mental capacity
- substance misuse
- risk from others.

**Additional information about the unit:****Reflect** may include:

- how the individual was feeling at the time, prior to and directly before the incident
- the individual's behaviour
- the consequence of the individual's behaviour
- how the individual was feeling after the incident.

**Others** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** HSC AS 16

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

Assessor name:

Signature:

Date:

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

**HSC AS 20: Provide support for therapy sessions**

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | T/616/6528   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 14 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to provide support for therapy sessions. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the benefits of therapy sessions.                                 | 1.1 Identify types of <b>therapy sessions</b> .   |   |  |
|   | 1.2 Describe how types of therapy sessions can benefit an <b>individual</b> .                       |   |  |
| 2. Understand how therapy support can be part of an individual's daily routine. | 2.1 Describe how therapy support can be part of an individual's daily routine.                      |   |  |
| 3. Be able to prepare for therapy sessions.                                     | 3.1 Establish own responsibilities in preparing for a therapy session.                              |   |  |
|   | 3.2 Identify with the individual their needs, preferences and requirements for the therapy session. |   |  |
|   | 3.3 Follow instructions to prepare the environment, materials, equipment and self for the session.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 4. Be able to provide support in therapy sessions.           | 4.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>the therapist's directions</li> <li>the individual's preferences and requirements.</li> </ul> |   |  |
|  | 4.2 Promote <b>active participation</b> of the individual during the session.  |   |  |
|  | 4.3 Describe ways to overcome fears or concerns an individual may have about a therapy session.  |   |  |
| 5. Be able to observe and record therapy sessions.           | 5.1 Agree what observations need to be carried out during therapy sessions.  |   |  |
|  | 5.2 Agree how observations will be recorded.   |   |  |
|  | 5.3 Carry out agreed observations.   |   |  |
|  | 5.4 Record agreed observations.  |   |  |
| 6. Be able to contribute to the review of a therapy session. | 6.1 Contribute to the review of a therapy session.   |   |  |
|  | 6.2 Contribute to changes to a therapy session with the individual and <b>others</b> .   |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 212  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Therapy sessions</b> may include individual or group sessions such as:</p> <ul style="list-style-type: none"> <li>• occupational therapy</li> <li>• physiotherapy</li> <li>• hydrotherapy</li> <li>• aromatherapy</li> <li>• speech and language therapy</li> <li>• sensory-based therapies.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Active participation</b><br/>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 20**

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

Assessor name:

Signature:

Date:

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

HSC AS 21: Understand how to support individuals with foot care



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/616/6348   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with foot care. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:               | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the basic structure and function of the foot. | 1.1 Describe the <b>structures</b> of the foot and ankle.   |   |  |
|   | 1.2 Outline the function of the structures of the foot and ankle.                                   |   |  |
|   | 1.3 Explain the importance of mobility and blood circulation for feet.                              |   |  |
|   | 1.4 Describe the growth process of toenails and the effects of ageing on this process.              |   |  |
| 2. Understand the causes and risk factors of foot problems. | 2.1 Describe the potential effects of common <b>medical conditions</b> on feet and toenails.        |   |  |
|   | 2.2 Outline <b>factors</b> that might affect an <b>individual's</b> ability to care for their feet. |   |  |
|   | 2.3 Describe the effects of unsanitary living conditions on feet and toenails.                      |   |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 2.4 Describe the effects of unsuitable footwear on the feet and toenails.                                 |   |  |
|   | 2.5 Explain the support available for <b>individuals at risk</b> of developing foot and toenail problems. |   |  |
| 3. Understand how to carry out foot and nail care.                        | 3.1 Describe how to provide assistance to individuals with foot and nail care.                            |   |  |
|   | 3.2 Describe <b>signs of foot problems</b> .  |   |  |
|   | 3.3 Identify items within a basic personal foot and nail care toolkit.                                    |   |  |
|   | 3.4 Describe how to prepare an environment that is comfortable and safe for foot and nail care.           |   |  |
|   | 3.5 Explain how to clip and file toenails.  |   |  |
|   | 3.6 Describe infection control requirements in relation to foot care.                                     |   |  |
|   | 3.7 Explain the key factors of <b>skin care</b> .   |   |  |
|   | 3.8 Describe features of healthy <b>footwear</b> .  |   |  |
| 4. Understand reporting and referral procedures in relation to foot care. | 4.1 Describe the referral processes for <b>podiatry</b> services.   |   |  |
|   | 4.2 Outline how to report and record support with foot care.  |   |  |



| Additional information about the unit:  |  |
|---|--|
| Additional unit assessment requirements | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   |
| Unit guidance                           | <p><b>Structures</b> may include:</p> <ul style="list-style-type: none"> <li>• fore foot</li> <li>• mid foot</li> <li>• hind foot.</li> </ul> <p><b>Medical conditions</b> may include:</p> <ul style="list-style-type: none"> <li>• diabetes</li> <li>• arthritis</li> <li>• peripheral vascular disease</li> <li>• eczema.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• limited mobility</li> <li>• physical disability</li> <li>• mental ill health</li> <li>• cognitive impairment.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Individuals at risk</b><br/>Individuals with conditions that heighten the likelihood of foot and toenail problems.</p> <p><b>Signs of foot problems</b> may include:</p> <ul style="list-style-type: none"> <li>• cuts</li> <li>• sores</li> <li>• blood or fluid leakage</li> <li>• swelling</li> <li>• redness</li> <li>• bruising</li> <li>• warm areas</li> <li>• verrucas</li> <li>• corns</li> <li>• calluses</li> <li>• in-growing toenails</li> <li>• athletes foot</li> <li>• fungal nail infections</li> <li>• pressure ulcers.</li> </ul> <p><b>Skin care</b> may include:</p> <ul style="list-style-type: none"> <li>• hygiene</li> </ul> |

**Additional information about the unit:**

- washing or soaking
- drying
- application of creams
- application of prescribed treatments
- use of massage.

**Footwear** may include:

- slippers
- socks or tights
- shoes.

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 21**

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

Assessor name:

Signature:

Date:

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

## HSC AS 22: Support person-centred thinking, planning and review

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | A/616/6529   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support person-centred thinking, planning and review. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand principles and practice of person-centred thinking, planning and review. | 1.1 Identify values underpinning person-centred thinking, planning and review.                                    |   |  |
|  | 1.2 Describe the impact of person-centred thinking, planning and review on <b>individuals</b> and their families. |   |  |
|  | 1.3 Describe <b>person-centred thinking tools</b> .   |   |  |
|  | 1.4 Explain what a 'one-page profile' is.   |   |  |
|  | 1.5 Describe the person-centred review process.   |   |  |
| 2. Understand the context of person-centred thinking, planning and review.             | 2.1 Outline legislation, policy and guidance in relation to person-centred thinking, planning and review.         |   |  |
|  | 2.2 Describe the relationship between person-centred planning and personalised services.                          |   |  |

| <b>Learning outcomes</b><br>The learner will:                                       | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 2.3 Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> <li>• with individuals</li> <li>• in <b>teams</b>.</li> </ul>                    |   |  |
| 3. Understand own role in relation to person-centred thinking, planning and review. | 3.1 Describe own role in relation to person-centred thinking, planning and review.  |   |  |
|   | 3.2 Identify challenges in relation to the implementation of person-centred thinking, planning and review.  |   |  |
|   | 3.3 Describe how to overcome challenges in relation to the implementation of person-centred practice thinking, planning and review.   |   |  |
| 4. Be able to contribute to person-centred practice.                                | 4.1 Use person-centred thinking to identify what is important to an individual.   |   |  |
|   | 4.2 Establish with an individual how they want to be supported.   |   |  |
|   | 4.3 Respond to how an individual makes decisions to enable them to have maximum choice and control.   |   |  |
|   | 4.4 Use person-centred thinking to support the individual in: <ul style="list-style-type: none"> <li>• their relationships</li> <li>• being part of their community.</li> </ul> |   |  |
|   | 4.5 Ensure the individual is central to the person-centred review process.  |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 25   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 4 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Person-centred thinking tools</b> may include:</p> <ul style="list-style-type: none"> <li>• important to/for (recorded as a one-page profile)</li> <li>• working/not working</li> <li>• the doughnut</li> <li>• matching staff</li> <li>• relationship circle</li> <li>• communication charts</li> <li>• 4 plus 1 questions</li> <li>• citizenship tool</li> <li>• decision-making agreement</li> <li>• presence to contribution</li> <li>• dreaming</li> <li>• community connecting related tools: <ul style="list-style-type: none"> <li>- who am I? My gifts, capacities, my places</li> <li>- hopes and fears</li> <li>- mapping our network</li> <li>- passion audit</li> <li>- capacity mapping.</li> </ul> </li> </ul> <p><b>Teams</b></p> <p>A person-centred team uses person-centred thinking within the team context to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 22**

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

Assessor name:

Signature:

Date:

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

## HSC AS 24: Facilitate person-centred assessment, planning, implementation and review

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | K/616/6350  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 6   | <b>GL</b>         | 45 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to facilitate person-centred assessment, planning, implementation and review. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

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

| <b>Learning outcomes</b><br>The learner will:                | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.3 Ensure that assessment takes account of an individual's needs, strengths and aspirations.                 |   |  |
|  | 2.4 Work with an individual and others to identify support requirements and preferences.                      |   |  |
| 3. Be able to contribute to the planning of care or support. | 3.1 Identify factors that may influence the type and level of care or support to be provided.                 |   |  |
|  | 3.2 Work with an individual and others to explore <b>options and resources</b> for delivery of the care plan. |   |  |
|  | 3.3 Contribute to the agreement of care plan delivery.  |   |  |
|  | 3.4 Record the care plan in an accessible format.   |   |  |
| 4. Be able to support the implementation of care plans.      | 4.1 Carry out care plan activities.   |   |  |
|  | 4.2 Support others to carry out care plan activities.   |   |  |
|  | 4.3 Adjust the care plan in response to changing needs or circumstances.                                      |   |  |
| 5. Be able to monitor a care plan.                           | 5.1 Agree methods for monitoring care plan delivery.  |   |  |
|  | 5.2 Collate monitoring information from agreed sources.   |   |  |
|  | 5.3 Record changes that impact the delivery of the care plan.   |   |  |



| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 6. Be able to facilitate a review of care plans and their implementation. | 6.1 Agree with an individual and others:<br><ul style="list-style-type: none"> <li>who should be involved in the review process</li> <li>the review criteria.</li> </ul> |   |  |
|   | 6.2 Obtain feedback from an individual and others in relation to the care plan.  |   |  |
|   | 6.3 Evaluate the care plan.  |   |  |
|   | 6.4 Work with an individual and others to agree <b>revisions</b> to the care plan.   |   |  |
|   | 6.5 Maintain records and reports.  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 328, HSC 329.  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>team members</li> <li>other colleagues</li> <li>those who use or commission their own health or social care services</li> <li>families, carers and advocates.</li> </ul> <p>A <b>care plan</b> may also be known by other names, such as a support plan, individual plan or care delivery plan. It is</p> |

**Additional information about the unit:**

the document where day-to-day requirements and preferences for care and support are detailed.

**Options and resources** may include:

- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individuals' personal networks.

**Revisions** may include:

- closing the plan if all objectives have been met
- reducing the level of support to reflect increased independence
- increasing the level of support to address unmet needs
- changing the type of support
- changing the method of delivering support.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 24**

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

Assessor name:

Signature:

Date:

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

## HSC AS 25: Contribute to the support of positive risk-taking for individuals

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | T/616/6531  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 27 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to the support of positive risk-taking for individuals. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                                    | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the importance of risk-taking in everyday life.                    | 1.1 Identify aspects of everyday life in which risk plays a part.  |   |  |
|  | 1.2 Outline impacts on <b>individuals</b> of being prevented or discouraged from taking risks.   |   |  |
|  | 1.3 Explain how supporting individuals to take risks can enable them to: <ul style="list-style-type: none"> <li>• gain self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community.</li> </ul> |   |  |
| 2. Understand the importance of positive, <b>person-centred</b> risk assessment. | 2.1 Identify features of a person-centred approach to risk assessment.   |   |  |
|  | 2.2 Explain how a person-centred approach to risk assessment can support positive outcomes.  |   |  |
| 3. Know legislation and <b>policies</b> in relation to positive risk-taking.     | 3.1 Identify how legislation and policies are used to safeguard individuals from risks while promoting their rights.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                      | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 4. Be able to support individuals to make informed choices about taking risks.     | 4.1 Explain the connection between an individual's right to take risks and their responsibilities towards themselves and <b>others</b> .      |   |  |
|  | 4.2 Support an individual to access and understand information in relation to risks.  |   |  |
|  | 4.3 Support an individual to make an informed decision in relation to risks.  |   |  |
|  | 4.4 Explain why it is important to maintain records and report decisions in relation to risk management.                                      |   |  |
| 5. Be able to contribute to the support of individuals to manage identified risks. | 5.1 Use an individual's support plan to record identified risks.  |   |  |
|  | 5.2 Explain the importance of working within the limits of own role and responsibilities.   |   |  |
|  | 5.3 Contribute to the review of risks.  |   |  |
| 6. Understand duty of care in relation to supporting positive risk-taking.         | 6.1 Outline how the principle of duty of care can be maintained while supporting individuals to take risks.                                   |   |  |
|  | 6.2 Describe action to take if an individual decides to take an unplanned risk that places him/her or others in immediate or imminent danger. |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 240  |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Person-centred</b> reflects what is important to individuals and helps them to live the life they choose.</p> <p><b>Policies</b> may include:</p> <ul style="list-style-type: none"> <li>• national policy</li> <li>• local policy.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** HSC AS 25

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

Assessor name:

Signature:

Date:

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

## HSC AS 26: Support care plan activities

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | A/616/6532   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 13 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support care plan activities. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Be able to prepare to undertake <b>care plan</b> activities. | 1.1 Identify sources of information in relation to an <b>individual</b> and specific care plan activities.        |   |  |
|   | 1.2 Establish an individual's preferences in relation to care plan activities.                                    |   |  |
|   | 1.3 Confirm with <b>others</b> own understanding of the support required for care plan activities.                |   |  |
| 2. Be able to support care plan activities.                     | 2.1 Provide support for care plan activities in accordance with the care plan and <b>agreed ways of working</b> . |   |  |
|   | 2.2 Encourage the <b>active participation</b> of an individual in care plan activities.                           |   |  |
|   | 2.3 Adapt actions to reflect an individual's needs and preferences during care plan activities.                   |   |  |

| <b>Learning outcomes</b><br>The learner will:                   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Be able to maintain records of care plan activities.         | 3.1 Record information in relation to the implementation of care plan activities.   |   |  |
|   | 3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised. |   |  |
| 4. Be able to contribute to the review of care plan activities. | 4.1 Describe own role and roles of others in reviewing care plan activities.  |   |  |
|   | 4.2 Obtain feedback from an individual and others in relation to how well specific care plan activities meet the individual's needs and preferences.    |   |  |
|   | 4.3 Contribute to the review of how well specific care plan activities meet the individual's needs and preferences.                                     |   |  |
|   | 4.4 Contribute to agreement on changes that may need to be made to the care plan.   |   |  |

| <b>Additional information about the unit:</b>    |   |
|--|---|
| Relationship to Nationals Occupational Standards | HSC 25  |
| Additional unit assessment requirements          | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment.</p> |

| Additional information about the unit: |  |
|--|--|
| Unit guidance                          | <p><b>Care plan</b><br/>May be known by other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Agreed ways of working will include</b> policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p><b>Active participation</b> 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.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC AS 26**

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

Assessor name:

Signature:

Date:

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



HSC S 2: Understand the impact of acquired brain injury on individuals



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | F/616/6533   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury. |                   |    |
| <b>Barred units</b>   | This unit is barred against HSC S 1 – Support individuals with acquired brain injury and their families and carers.                          |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand <b>acquired brain injury</b> .                              | 1.1 Describe acquired brain injury.  |   |  |
|   | 1.2 Identify possible causes of acquired brain injury.   |   |  |
|   | 1.3 Identify types of brain injury.  |   |  |
| 2. Understand the impact of acquired brain injury on <b>individuals</b> . | 2.1 Outline initial effects of acquired brain injury on individuals.   |   |  |
|   | 2.2 Identify long-term effects of acquired brain injury, to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural</li> <li>• emotional.</li> </ul> |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Understand the specialist communication needs of an individual with acquired brain injury.                                     | 3.1 Define the term 'dysphasia'.  |   |  |
|   | 3.2 Define the term 'dysarthria'.   |   |  |
|   | 3.3 Describe the <b>communication challenges</b> presented to individuals and the practitioner by: <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria.</li> </ul> |   |  |
|   | 3.4 Identify skills required to support an individual with specialist communication needs.  |   |  |
|   | 3.5 Describe technology available to meet an individual's communication needs.  |   |  |
| 4. Understand the impact that <b>personality changes</b> may have on an individual with acquired brain injury and <b>others</b> . | 4.1 Identify changes in personality that an individual may experience as a result of acquired brain injury.   |   |  |
|   | 4.2 Describe the impact of lack of self-awareness on an individual with acquired brain injury.  |   |  |
|   | 4.3 Outline the impact of changes in personality on an individual with acquired brain injury and others.  |   |  |
| 5. Understand the impact of <b>behaviours that challenge</b> .  | 5.1 Describe behaviours that challenge.   |   |  |
|   | 5.2 Outline the importance of a non-confrontational approach.   |   |  |
|   | 5.3 Describe how behaviour that challenges may impact <b>those providing care</b> .   |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:                      | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 5.4 Identify support available to manage behaviour that challenges. |   |  |
|   | 5.5 Describe how to record and report behaviour that challenges.    |   |  |

| Additional information about the unit:  |   |
|---|---|
| Additional unit assessment requirements | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  |
| Unit guidance                           | <p><b>Acquired brain injury</b> may include:</p> <ul style="list-style-type: none"> <li>• traumatic brain injury</li> <li>• mild/moderate brain injury</li> <li>• severe brain injury.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Functional</b><br/>The individual's ability to carry out day-to-day tasks, e.g. dressing, washing and cooking. It does not solely mean the physical ability but can also mean concentration, motivation for doing tasks.</p> <p><b>Communication challenges</b> may include:</p> <ul style="list-style-type: none"> <li>• word-finding</li> <li>• indistinct speech.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Personality changes</b> may include:</p> <ul style="list-style-type: none"> <li>• irritability</li> <li>• uninhibited behaviour</li> <li>• frustration</li> </ul> |

**Additional information about the unit:**

- loss of social skills
- lack of self-awareness
- lack of insight.

**Behaviour that challenges** may include:

- physical violence
- threatening language
- sexual inhibitions.

**Those providing support** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 2**

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

Assessor name:

Signature:

Date:

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

## HSC S 1: Support individuals with acquired brain injury and their families and carers

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | J/616/6534  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with an acquired brain injury, as well as their families and carers. |                   |    |
| <b>Barred units</b>   | This unit is barred against HSC S 2 – Understand the impact of acquired brain injury on individuals.  |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand acquired brain injury.                                      | 1.1 Describe ' <b>acquired brain injury</b> '.  |   |  |
|   | 1.2 Identify causes of acquired brain injury.   |   |  |
|   | 1.3 Outline types of brain injury.  |   |  |
| 2. Understand the impact of acquired brain injury on <b>individuals</b> . | 2.1 Outline the initial effects of acquired brain injury on the individual.   |   |  |
|   | 2.2 Identify the long-term effects of acquired brain injury to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural</li> <li>• emotional.</li> </ul> |   |  |
|   | 2.3 Explain what is meant by: <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria.</li> </ul>  |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.4 Outline <b>changes in personality</b> that an individual may experience as a result of acquired brain injury.  |   |  |
|   | 2.5 Describe how lack of self-awareness may affect: <ul style="list-style-type: none"> <li>• an individual with acquired brain injury</li> <li>• <b>others.</b></li> </ul> |   |  |
| 3. Understand the needs of families and carers of an individual with acquired brain injury. | 3.1 Outline the impact of changes that result from acquired brain injury on others.  |   |  |
|   | 3.2 Explain the importance of working in ways that are: <ul style="list-style-type: none"> <li>• person-centred</li> <li>• family-centred.</li> </ul>                      |   |  |
|   | 3.3 Outline the rights of carers.  |   |  |
| 4. Be able to respond to behaviour that challenges.   | 4.1 Identify <b>behaviours that challenge.</b>   |   |  |
|   | 4.2 Monitor patterns of behaviour.   |   |  |
|   | 4.3 Work in partnership with others to ensure a consistent approach in responding to behaviour that challenges.  |   |  |
|   | 4.4 Reflect on the impact of an individual's behaviour on own feelings and attitudes.  |   |  |
|   | 4.5 Identify support available to respond to behaviour that challenges.  |   |  |
|   | 4.6 Describe how to record and report behaviour that challenges.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:                                       | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 5. Be able to support families and carers of individuals with acquired brain injury. | 5.1 Communicate with families and carers to identify support needs.                  |   |  |
|  | 5.2 Recognise when a primary carer is entitled to a Carer's Assessment and signpost. |   |  |
|  | 5.3 Report additional needs of primary carers.                                       |   |  |

| <b>Additional information about the unit:</b> |  |
|---|--|
| Additional unit assessment requirements       | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4 and 5 must be assessed in a real work environment.</p>  |
| Unit assessment guidance                      | <p><b>Acquired brain injury</b> may include:</p> <ul style="list-style-type: none"> <li>• traumatic brain injury</li> <li>• mild/moderate brain injury</li> <li>• severe brain injury.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Functional</b><br/>The individual's ability to carry out day-to-day tasks, e.g. dressing, washing and cooking. It does not solely mean physical ability but can also mean concentration and motivation for doing tasks.</p> <p><b>Changes in personality</b> may include:</p> <ul style="list-style-type: none"> <li>• irritability</li> <li>• uninhibited behaviour</li> <li>• frustration</li> <li>• loss of social skills</li> <li>• change in self-awareness</li> <li>• changes in insight.</li> </ul> |

**Additional information about the unit:****Others** may include:

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

**Behaviours that challenge** may include:

- physical violence
- threatening language.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 1**

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

Assessor name:

Signature:

Date:

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



## HSC S 5: Understand autism spectrum condition (ASC)



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | R/616/6536   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum condition (ASC). |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand the characteristics associated with <b>autism spectrum condition (ASC)</b> . | 1.1 Outline the differences in communication and social interaction associated with autism spectrum condition (ASC).                      |   |  |
|  | 1.2 Outline how inflexibility and special interests may affect <b>individuals</b> on the autism spectrum.                                 |   |  |
|  | 1.3 Describe how differences in sensory processing may affect the way an individual on the autism spectrum experiences their environment. |   |  |
|  | 1.4 Explain why it is important to recognise autism as a lifelong condition.  |   |  |
| 2. Understand how autism is a spectrum condition.  | 2.1 Outline how autism can be considered a spectrum condition.  |   |  |
|  | 2.2 Outline different types of autism included on the spectrum.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.3 Explain how characteristics, strengths and abilities vary between individuals on the autism spectrum.                    |   |  |
|  | 2.4 Identify other conditions which may be associated with autism spectrum condition.  |   |  |
| 3. Understand behaviour within the context of an individual with autism spectrum condition.                          | 3.1 Describe a range of behavioural characteristics associated with autism spectrum condition.                               |   |  |
|  | 3.2 Outline reasons for an individual's behaviour within the context of autism spectrum condition.                           |   |  |
|  | 3.3 Describe how to respond to an individual who is highly anxious or stressed.  |   |  |
| 4. Understand how to contribute to the person-centred support of an individual who has an autism spectrum condition. | 4.1 Explain the importance of structure and routine which is individualised to match the wishes and needs of the individual. |   |  |
|  | 4.2 Identify formal and informal support networks for an individual with an autism spectrum condition.                       |   |  |
|  | 4.3 Explain why it is important to involve <b>others</b> in the support of individuals with an autism spectrum condition.    |   |  |
|  | 4.4 Describe ways of working to promote a consistent approach for others supporting an individual.                           |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 4.5 Describe how to contribute to the learning and development of an individual with an autism spectrum condition.                                   |   |  |
| 5. Understand ways to promote communication and social interaction with individuals on the autism spectrum. | 5.1 Outline why it is important to be aware of the impact of verbal and non-verbal communication on an individual with an autism spectrum condition. |   |  |
|   | 5.2 Identify aspects of the environment that affect communication.   |   |  |
|   | 5.3 Describe how to reduce barriers to communication with an individual with autism.   |   |  |
|   | 5.4 Outline the use of visual communication systems for individuals with autism spectrum condition.  |   |  |
|   | 5.5 Give examples of how <b>assistive technology</b> can be used to support communication and social interaction.                                    |   |  |
|   | 5.6 Identify sources of information and support relating to effective communication with individuals on the autism spectrum.                         |   |  |

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 5**

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

Assessor name:

Signature:

Date:

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

## HSC S 6: Support individuals with autism spectrum condition (ASC)

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/616/6537   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 33 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with autism spectrum condition (ASC). |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

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

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.5 Describe how autism may affect speech and language development.   |   |  |
| 3.Be able to support individuals with autism spectrum conditions.  | 3.1 Identify the unique abilities, needs, strengths and interests of an individual with autism.                     |   |  |
|  | 3.2 Encourage an individual to recognise their strengths and abilities.   |   |  |
|  | 3.3 Support an individual with an autism spectrum condition to develop their <b>personal skills</b> .               |   |  |
|  | 3.4 Support an individual and others to develop strategies for managing the impact of an autism spectrum condition. |   |  |
| 4.Be able to support individuals with autism spectrum condition with social interaction and communication. | 4.1 Work with an individual and <b>others</b> to identify <b>strategies</b> and methods for communication.          |   |  |
|  | 4.2 Use strategies and methods to support an individual to communicate.   |   |  |
|  | 4.3 Identify patterns of behaviour associated with an individual's autism.  |   |  |
|  | 4.4 Support an individual and others to recognise the significance and meaning of their behaviour.                  |   |  |
|  | 4.5 Support an individual to develop strategies to manage their behaviour in different situations.                  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 5.Be able to support an individual with autism through transitions and change.                   | 5.1 Support an individual through a transition.   |   |  |
|  | 5.2 Work with an individual and others to recognise routines that are important to the individual.  |   |  |
|  | 5.3 Enable an individual to use routines to make sense and order of their daily life.   |   |  |
|  | 5.4 Support an individual during changes to their routines.   |   |  |
|  | 5.5 Adapt the physical sensory environment to: <ul style="list-style-type: none"> <li>• reduce sensory overload</li> <li>• increase sensory stimulation.</li> </ul> |   |  |
| 6.Be able to support individuals with autism to promote their safety, well-being and fulfilment. | 6.1 Work with an individual and others to develop strategies to manage the physical and sensory environment.  |   |  |
|  | 6.2 Support an individual to select and access services and facilities.   |   |  |
|  | 6.3 Use strategies to support individuals with autism to develop skills for personal safety.  |   |  |
|  | 6.4 Describe the actions to take if there is concern about an individual's safety and well-being.   |   |  |



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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 6**

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

Assessor name:

Signature:

Date:

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

## HSC S 8: Support individuals with dementia

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | D/616/6538  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4   | <b>GL</b>         | 35 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with dementia. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand <b>legislation and frameworks</b> in relation to the care and support of <b>individuals</b> with dementia. | 1.1 Identify legislation and frameworks in relation to the care and support of individuals with dementia.   |   |  |
|  | 1.2 Describe how agreed ways of working uphold the rights of an individual with dementia.                   |   |  |
|  | 1.3 Describe how the <b>best interests</b> of an individual with dementia are met through care and support. |   |  |
|  | 1.4 Describe what is meant by providing care and support in a least restrictive way.                        |   |  |
|  | 1.5 Identify the rights of carers.  |   |  |
| 2. Be able to facilitate positive interactions with individuals with dementia.   | 2.1 Describe how dementia may influence an individual's ability to communicate and interact.                |   |  |
|  | 2.2 Describe techniques that can be used to facilitate positive interactions.                               |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.3 Adapt interactions in order to meet the communication needs of an individual with dementia.  |   |  |
| 3.Be able to support rights and choices of individuals with dementia.                               | 3.1 Explain how information in relation to personality and life history can be used to support an individual to live well with dementia. |   |  |
|   | 3.2 Consider an individual's life history and cultural values when planning to meet their needs.   |   |  |
|   | 3.3 Support an individual with dementia in identifying and managing risks for their care and support.                                    |   |  |
|   | 3.4 Support an individual with dementia to access opportunities that meet their abilities, needs and preferences.                        |   |  |
|   | 3.5 Contribute to an <b>environment</b> which enables an individual with dementia to achieve their potential.                            |   |  |
| 4.Be able to involve carers and <b>others</b> in the care and support of individuals with dementia. | 4.1 Describe the role of carers and others in relation to the support of individuals with dementia.                                      |   |  |
|   | 4.2 Work with carers and others to support an individual with dementia.  |   |  |
|   | 4.3 Support a carer to enable an individual with dementia to achieve their potential.  |   |  |

| <b>Additional information about the unit:</b>         |   |
|---|---|
| Relationship to National Occupational Standards (NOS) | HSC 21, HSC 24.   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>  |
| Unit guidance   | <p><b>Legislation and frameworks</b> may include:</p> <ul style="list-style-type: none"> <li>• Care Act 2014</li> <li>• Equality Act 2010</li> <li>• Living Well with Dementia – the National Dementia Strategy 2009</li> <li>• Mental Health Act 2007</li> <li>• Mental Capacity Act 2005</li> <li>• Human Rights Act 1998.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Best interests</b><br/>Mental Capacity Act 2005 – To support the financial health, emotional and social well-being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.</p> <p><b>Environment</b> may include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• physical.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 8**

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

Assessor name:

Signature:

Date:

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

## HSC S 10: Diabetes awareness



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | L/616/6356   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 28 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to be aware of diabetes. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:        | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand diabetes.                              | 1.1 Define the term 'diabetes'.  |   |  |
|  | 1.2 Outline key features of type 1 diabetes.   |   |  |
|  | 1.3 Outline key features of type 2 diabetes.   |   |  |
|  | 1.4 Describe signs and symptoms of diabetes.   |   |  |
| 2. Know risk factors for developing type 2 diabetes. | 2.1 Identify risk factors associated with the development of type 2 diabetes.                  |   |  |
|  | 2.2 Describe ways that <b>individuals</b> can reduce their risk of developing type 2 diabetes. |   |  |
|  | 2.3 Outline the long-term health consequences of developing type 2 diabetes.                   |   |  |

| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 3. Know the treatment and management options for individuals with diabetes. | 3.1 Outline the treatments and other support available for individuals with diabetes: <ul style="list-style-type: none"> <li>• nutritional</li> <li>• medication</li> <li>• exercise.</li> </ul> |   |  |
|   | 3.2 Describe the importance of support from <b>others</b> for the individual with diabetes.  |   |  |
|   | 3.3 Give examples of tests used to monitor diabetes to include: <ul style="list-style-type: none"> <li>• annual tests</li> <li>• daily (or more frequent) tests.</li> </ul>                      |   |  |
| 4. Know how to respond to hypoglycaemia.                                    | 4.1 Define the term 'hypoglycaemia'.   |   |  |
|   | 4.2 Identify the causes of hypoglycaemia.  |   |  |
|   | 4.3 List the signs and symptoms of hypoglycaemia.  |   |  |
|   | 4.4 Describe actions to take if an individual is hypoglycaemic.  |   |  |
| 5. Know how to respond to hyperglycaemia.                                   | 5.1 Define the term 'hyperglycaemia'.  |   |  |
|   | 5.2 Identify the causes of hyperglycaemia.   |   |  |
|   | 5.3 List the signs and symptoms of hyperglycaemia.   |   |  |
|   | 5.4 Describe actions to take if an individual is hyperglycaemic.   |   |  |



| <b>Learning outcomes</b><br>The learner will:                               | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 6. Understand the links between diabetes and other conditions.              | 6.1 Describe the impact of <b>intercurrent illness</b> on individuals with diabetes.   |   |  |
|   | 6.2 Outline how treatment for diabetes may be required to change in response to intercurrent illness.  |   |  |
|   | 6.3 Describe the links and possible complications between diabetes and: <ul style="list-style-type: none"> <li>• dementia</li> <li>• depression</li> <li>• pregnancy</li> <li>• cardiovascular disease.</li> </ul> |   |  |
| 7. Understand how to work safely when monitoring individuals with diabetes. | 7.1 Identify current legislation and codes of practice for <b>safe working practices</b> .   |   |  |
|   | 7.2 Explain the use of personal protective equipment when supporting monitoring activity.  |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | DIAB HA1, DIAB HA2, DIAB HA5, DIAB HA 8, DIAB TT01.  |
| Additional unit assessment requirements               | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> </ul> |

**Additional information about the unit:**

- families, carers and advocates.

**Intercurrent illness** – a disease occurring during the course of another disease with which it has no connection.

**Safe working practices** – including working and disposing of sharps, needles and lancets, disposing of body fluids.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 10**

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

Assessor name:

Signature:

Date:

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

## HSC S 12: Awareness of end of life care



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | H/616/6539   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 28 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required in relation to end of life care. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                            | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Know different perspectives on death and dying.                       | 1.1 Outline the <b>factors</b> that can affect an <b>individual's</b> views on death and dying.                  |   |  |
|  | 1.2 Outline the factors that can affect own views on death and dying.  |   |  |
|  | 1.3 Outline how the factors relating to views on death and dying can impact on practice.                         |   |  |
|  | 1.4 Define how attitudes of <b>others</b> may influence an individual's choices around death and dying.          |   |  |
| 2. Understand the legislative framework in relation to end of life care. | 2.1 Explain the aims of end of life care.  |   |  |
|  | 2.2 Explain the legislation, national guidelines and frameworks that set quality standards for end of life care. |   |  |
|  | 2.3 Define the term 'palliative care'.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                    | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.4 Explain the stages of the local end of life care pathway.   |   |  |
|  | 2.5 Describe the principles of advance care planning.   |   |  |
|  | 2.6 Explain mental capacity, advocacy and decision-making in end of life care.  |   |  |
| 3. Understand communication in end of life care.                                 | 3.1 Explain how an individual's priorities and the ability to communicate may vary throughout the dying process.                            |   |  |
|  | 3.2 Explain the practitioner's role in responding to questions and cues from individuals and others regarding their end of life experience. |   |  |
|  | 3.3 Describe how you might respond to sensitive questions from individuals and others.  |   |  |
|  | 3.4 Outline strategies to manage emotional responses from individuals and others.   |   |  |
|  | 3.5 Explain the importance of sharing information with individuals and others.  |   |  |
| 4. Know how to access the range of services available to individuals and others. | 4.1 Identify the range of <b>support services and facilities</b> available to individuals and others.                                       |   |  |
|  | 4.2 Identify others who may be involved within a multi-disciplinary end of life care team.  |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:                                      | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
|   | 4.3 Identify potential barriers to accessing end of life care services.             |   |  |
|   | 4.4 Suggest strategies to overcome barriers to accessing end of life care services. |   |  |

| <b>Additional information about the unit:</b> |   |
|---|---|
| Additional unit assessment requirements       | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  |
| Unit assessment guidance                      | <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• cultural</li> <li>• religious</li> <li>• spiritual</li> <li>• psychological</li> <li>• emotional.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Support services and facilities</b> may include:</p> <ul style="list-style-type: none"> <li>• pastoral services</li> <li>• other professionals</li> <li>• citizens advice</li> <li>• self-help organisations</li> <li>• hospices.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 12**

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

Assessor name:

Signature:

Date:

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



## HSC S 15: Understanding learning disability

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/616/6540   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge and understanding of learning disability. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                              | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand legislation and policies in relation to learning disability. | 1.1 Define 'learning disability'.  |   |  |
|  | 1.2 Outline legislation and policies in relation to <b>individuals</b> with learning disabilities.   |   |  |
|  | 1.3 Explain how legislation and policies influence the day-to-day experience of individuals with learning disabilities and their families. |   |  |
| 2. Understand learning disability.   | 2.1 Identify causes of learning disability.  |   |  |
|  | 2.2 Compare the <b>medical model</b> and the <b>social model</b> of learning disability.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
|  | 2.3 Describe the impact of learning disability on the individual in relation to: <ul style="list-style-type: none"> <li>• social health and well-being</li> <li>• emotional health and well-being</li> <li>• cognitive health and well-being</li> <li>• physical health and well-being.</li> </ul>  |   |  |
|  | 2.4 Describe the <b>impact</b> of learning disability on the outcomes and life chances of individuals.  |   |  |
| 3. Understand how the health and social care practitioner supports individuals with learning disabilities. | 3.1 Describe the role and responsibilities of the health and social care practitioner in relation to supporting individuals with learning disabilities.   |   |  |
|  | 3.2 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• the provision of care and support</li> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships</li> <li>• parenthood</li> <li>• the provision of healthcare.</li> </ul> |   |  |
|  | 3.3 Describe the support available for individuals with learning disabilities.  |   |  |



| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | Care Certificate Standards:<br>Standard 9: Awareness of Mental Health, Dementia and Learning Disabilities.   |
| Additional unit assessment requirements               | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Medical model</b> may include:</p> <ul style="list-style-type: none"> <li>• biological/physical aspects</li> <li>• diagnosis and treatment</li> <li>• independence</li> <li>• choice</li> <li>• medical experts.</li> </ul> <p><b>Social model</b> may include:</p> <ul style="list-style-type: none"> <li>• individual experience</li> <li>• social perceptions</li> <li>• societal change</li> <li>• removing barriers</li> <li>• equality, inclusion and participation.</li> </ul> <p><b>Impact</b> may include:</p> <ul style="list-style-type: none"> <li>• independence</li> <li>• relationships</li> <li>• self-confidence, self-esteem</li> <li>• contribution</li> <li>• aspirations</li> <li>• achievement</li> <li>• education/employment</li> <li>• discrimination.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 15**

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

Assessor name:

Signature:

Date:

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

## HSC S 14: Contribute to supporting individuals with learning disabilities to access healthcare

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | D/616/6541   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 27 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge, understanding and skills required to contribute to supporting individuals with learning disabilities to access healthcare. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 1. Understand legislation, policies and guidance relevant to <b>individuals</b> with learning disabilities accessing healthcare. | 1.1 Outline legislation, policies and guidance in relation to supporting an individual with learning disabilities to access healthcare.                     |   |  |
|  | 1.2 Outline what is meant by a 'rights-based' approach to accessing healthcare.   |   |  |
|  | 1.3 Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance. |   |  |
|  | 1.4 Describe action to take if an individual cannot give informed consent to the treatment.   |   |  |
| 2. Understand the function of healthcare services that an individual with learning disabilities may need to access.              | 2.1 List a range of <b>healthcare services</b> that an individual may need to access.   |   |  |
|  | 2.2 Describe the work of each type of healthcare service.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.3 Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access. |   |  |
| 3. Understand how <b>plans for healthcare</b> and regular health checks underpin long-term health and well-being for individuals with learning disabilities. | 3.1 Explain how plans for healthcare can be of benefit to an individual.   |   |  |
|  | 3.2 Identify regular health checks that an individual may have to support health and well-being.   |   |  |
|  | 3.3 Outline how missing regular health checks can impact on the individual's health and well-being.  |   |  |
| 4. Be able to contribute to plans for healthcare with individuals with learning disabilities.  | 4.1 Work with an individual and <b>others</b> to identify healthcare services the individual may require.  |   |  |
|  | 4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services.                     |   |  |
|  | 4.3 Show how the individual's needs, wishes and preferences are reflected in the healthcare plan.  |   |  |
|  | 4.4 Contribute to the review of plans for healthcare with the individual and others.   |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 5. Be able to support individuals with learning disabilities to overcome barriers to accessing healthcare services. | 5.1 Identify <b>barriers</b> to accessing healthcare services that an individual may experience. |   |  |
|   | 5.2 Identify reasons why an individual may be reluctant to access healthcare services.           |   |  |
|   | 5.3 Describe strategies to overcome barriers to accessing healthcare services.                   |   |  |
|   | 5.4 Support an individual to access information about healthcare services.                       |   |  |
| 6. Be able to support individuals with learning disabilities to use healthcare services.                            | 6.1 Provide agreed support to enable an individual to use healthcare services.                   |   |  |
|   | 6.2 Support an individual to understand reasons for treatment.                                   |   |  |
|   | 6.3 Support an individual to understand the short- and long-term effects of treatment.           |   |  |
|   | 6.4 Ensure the individual is able to give informed consent to their treatment                    |   |  |
|   | 6.5 Record details of a healthcare visit in an accessible format.                                |   |  |
|   | 6.6 Share information in line with agreed ways of working.                                       |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 26, HSC 225.   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 4, 5 and 6 must be assessed in a real work environment.</p>   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Healthcare services</b> may include:</p> <ul style="list-style-type: none"> <li>• primary</li> <li>• acute</li> <li>• specialist</li> <li>• community.</li> </ul> <p><b>Plans for healthcare</b><br/>In England this refers to/should include Health Action Plans.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Barriers</b> may include:</p> <ul style="list-style-type: none"> <li>• personal barriers</li> <li>• external barriers.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 14**

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

Assessor name:

Signature:

Date:

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

HSC S 16: Principles of supporting individuals with a learning disability regarding sexuality and sexual health



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/616/6361   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 21 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge and understanding of the principles of supporting individuals with a learning disability regarding sexuality and sexual health. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 1. Understand the development of human sexuality.  | 1.1 Define the terms: <ul style="list-style-type: none"> <li>• 'sexuality'</li> <li>• 'sexual health'</li> <li>• 'sexual orientation'</li> <li>• 'sexual expression'.</li> </ul>   |   |  |
|  | 1.2 Explain sexual development milestones throughout the lifespan.   |   |  |
| 2. Understand factors that impact sexual development of <b>individuals</b> with a learning disability. | 2.1 Explain how <b>factors</b> can influence the sexual development, sexual expression and sexual health of an individual with a learning disability.  |   |  |
|  | 2.2 Explain the importance of considering an individual's <b>mental capacity</b> in relation to: <ul style="list-style-type: none"> <li>• sexual development</li> <li>• sexual experiences</li> <li>• sexual expression</li> <li>• sexual health.</li> </ul> |   |  |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 3. Understand the support of sexual health issues.  | 3.1 Explain the <b>key features of sexual health</b> and well-being and how these relate to an individual's overall health and well-being.  |   |  |
|   | 3.2 Identify sexual health issues that affect men and women.  |   |  |
|   | 3.3 Explain how sexual health issues can be supported through plans for healthcare.   |   |  |
|   | 3.4 Identify local services that support sexual health for individuals.   |   |  |
| 4. Understand legislation in relation to the support of sexuality and sexual health for individuals with learning disabilities. | 4.1 Summarise legislation in relation to sexuality and sexual health for individuals.   |   |  |
| 5. Understand how to support the sexual expression of an individual with a learning disability.                                 | 5.1 Explain how the practitioner's values, beliefs and experiences may impact support.  |   |  |
|   | 5.2 Describe ways an individual with a learning disability may express themselves sexually and how individual preferences can be supported.   |   |  |
|   | 5.3 Explain how to support an individual with a learning disability to: <ul style="list-style-type: none"> <li>• keep safe sexually</li> <li>• minimise sexual vulnerability</li> <li>• avoid abuse.</li> </ul> |   |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 5.4 Explain action to take in response to safeguarding concerns in relation to sexual relationships. |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | HSC 311, HSC 331, HSC 332, HSC 356.  |
| Additional unit assessment requirements               | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.   |
| Unit guidance   | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• genetics</li> <li>• environmental</li> <li>• socio-economic</li> <li>• cultural, religious and moral beliefs</li> <li>• education</li> <li>• relationships</li> <li>• behaviour and lifestyle (e.g. alcohol and substance abuse)</li> <li>• demographics</li> <li>• peer pressure</li> <li>• media and social media</li> <li>• self-esteem and confidence</li> <li>• resilience</li> <li>• vulnerability</li> <li>• mental capacity</li> <li>• sexual exploitation and abuse, e.g. grooming, domestic abuse, gender violence.</li> </ul> <p><b>Mental capacity</b><br/>The principles of human rights underpin this unit. Where <b>mental capacity</b> is referred to it should be remembered that the Mental Capacity Act (2005) states that everyone should be treated as able to make their own decisions</p> |

**Additional information about the unit:**

until it is shown that they are not.

**Key features of sexual health** may include:

- contraception
- hygiene
- sexually transmitted infections.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** HSC S 16

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

Assessor name:

Signature:

Date:

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

## HSC S 21: Contribute to the support of individuals with multiple conditions and/or disabilities

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | H/616/6542  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide the learner with the knowledge, understanding and skills to contribute to the support of individuals with multiple conditions and/or disabilities. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the impact of multiple conditions and/or disabilities on <b>individuals</b> .       | 1.1 Identify <b>multiple conditions and/or disabilities</b> individuals may have.  |   |  |
|   | 1.2 Explain the impact of multiple conditions and/or disabilities on an individual's <b>well-being</b> and quality of life.                  |   |  |
| 2. Understand the support available for individuals with multiple conditions and/or disabilities. | 2.1 Explain roles and responsibilities of <b>others</b> who may provide support to individuals with multiple conditions and/or disabilities. |   |  |
|   | 2.2 Identify resources required to meet additional needs of individuals with multiple conditions and/or disabilities.                        |   |  |
|   | 2.3 Identify equipment required to support additional needs of individuals with multiple conditions and/or disabilities.                     |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 2.4 Describe the role of <b>informal networks</b> in supporting individuals with multiple conditions and/or disabilities.  |   |  |
| 3. Be able to contribute to the support of individuals with multiple conditions and/or disabilities.                                  | 3.1 Describe own role in supporting individuals with multiple conditions and/or disabilities.  |   |  |
|   | 3.2 Explain the role of assessment of health and social care needs for individuals with multiple conditions and/or disabilities.                                 |   |  |
|   | 3.3 Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities through observation and interaction. |   |  |
|   | 3.4 Follow agreed ways of working or a plan to support an individual to participate in an <b>activity</b> .  |   |  |
|   | 3.5 Support the use of equipment or resources to enable an individual to participate in an activity.   |   |  |
| 4. Be able to evaluate own contribution to the support of an individual with multiple conditions and/or disabilities for an activity. | 4.1 Reflect on own contribution to supporting an individual to participate in an activity.   |   |  |
|   | 4.2 Explain where additional advice, guidance or support can be accessed to improve own practice.  |   |  |
|   | 4.3 Adapt own practice to meet the needs of an individual.   |   |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | Sensory Services 4   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>  |
| Unit assessment guidance                              | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Multiple conditions and/or disabilities</b> could include a combination of factors relating to:</p> <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• autism.</li> </ul> <p><b>Well-being</b> may include aspects that are:</p> <ul style="list-style-type: none"> <li>• social</li> <li>• emotional</li> <li>• cultural</li> <li>• spiritual</li> <li>• intellectual</li> <li>• economic</li> <li>• physical</li> <li>• mental.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Informal networks</b> could include:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• neighbours</li> <li>• special interest groups.</li> </ul> |

**Additional information about the unit:****Activity** may include:

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** HSC S 21

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

Assessor name:

Signature:

Date:

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

## Unit 10: Understanding mental health



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | Y/506/2880   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 4  | <b>GL</b>         | 40 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to understand mental health. |                   |    |
| <b>Barred unit</b>    | This unit is barred against HSC S 18 - Support mental well-being and mental health.                                    |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the legal context of mental health.             | 1.1 Identify relevant legislation in relation to mental health.   |   |  |
|   | 1.2 Outline how legislation informs provision of care for an <b>individual</b> with mental health problems.                     |   |  |
|   | 1.3 Outline legal provisions for individuals who are unable to make decisions for themselves.                                   |   |  |
|   | 1.4 Outline the legal principles of confidentiality and data protection in relation to individuals with mental health problems. |   |  |
| 2. Know what is meant by mental health and mental ill health. | 2.1 Define what is meant by mental health and mental ill health.  |   |  |
|   | 2.2 Describe the characteristics of mental well-being.  |   |  |



| <b>Learning outcomes</b><br>The learner will:              | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 2.3 Describe the risk factors associated with developing mental health problems.   |   |  |
|  | 2.4 Identify examples of mental health problems.   |   |  |
| 3. Understand the social context of mental ill health.     | 3.1 Describe the impact of social and cultural influences on mental ill health.  |   |  |
|  | 3.2 Describe the impact of media influences on mental ill health.  |   |  |
|  | 3.3 Explain the impact of social, cultural and media influences on individuals with mental health problems and their care.   |   |  |
| 4. Understand how mental healthcare has changed over time. | 4.1 Describe how mental healthcare has changed in relation to: <ul style="list-style-type: none"> <li>historical approaches to care</li> <li>the use of community care.</li> </ul> |   |  |
|  | 4.2 Explain the impacts of the changes on individuals in mental healthcare.  |   |  |

| <b>Additional information about the unit:</b>   |  |
|---|--|
| Relationship to National Occupational Standards | SCDHSC 0021, SCDHSC 0025, SCDHSC 0027, SCDHSC 0224, SCDHSC 0369, HSC 3111 and MH14.  |
| Additional unit assessment requirements         | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.                                 |
| Unit guidance                                   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 10**

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

Assessor name:

Signature:

Date:

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

## HSC S 18: Support mental well-being and mental health

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | K/616/6543  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge, understanding and skills required to support mental well-being and mental health. |                   |    |
| <b>Barred unit</b>    | This unit is barred against Unit 10 - Understanding mental health.  |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                 | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand the legal context of mental health.             | 1.1 Identify relevant legislation in relation to mental health.   |   |  |
|   | 1.2 Outline how legislation informs provision of care for an <b>individual</b> with mental health problems.                     |   |  |
|   | 1.3 Outline legal provisions for individuals who are unable to make decisions for themselves.                                   |   |  |
|   | 1.4 Outline the legal principles of confidentiality and data protection in relation to individuals with mental health problems. |   |  |
| 2. Know what is meant by mental health and mental ill health. | 2.1 Define what is meant by mental health and mental ill health.  |   |  |
|   | 2.2 Describe the characteristics of mental well-being.  |   |  |

| <b>Learning outcomes</b><br>The learner will:                           | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|--|--|
|   | 2.3 Describe the risk factors associated with developing mental health problems.   |  |  |
|   | 2.4 Identify examples of mental health problems.   |  |  |
| 3. Understand the social context of mental ill health.                  | 3.1 Describe the impact of social and cultural influences on mental ill health.  |  |  |
|   | 3.2 Describe the impact of media influences on mental ill health.  |  |  |
|   | 3.3 Explain the impact of social, cultural and media influences on individuals with mental health problems and their care. |  |  |
| 4. Be able to support individuals' mental well-being and mental health. | 4.1 Describe how an individual may promote their own mental well-being and mental health.                                  |  |  |
|   | 4.2 Support an individual to promote their own mental well-being and mental health.  |  |  |
|   | 4.3 Support an individual to develop positive relationships.   |  |  |
|   | 4.4 Contribute to an environment that promotes social inclusion.   |  |  |

| Additional information about the unit:                |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | MH14   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 4 must be assessed in a real work environment.</p> |
| Unit guidance   | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.   |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 18**

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

Assessor name:

Signature:

Date:

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

## Unit 13: Parkinson's disease awareness



|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | F/505/8497  | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 30 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with the knowledge and understanding required to be aware of Parkinson's disease. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Understand what Parkinson's disease is.    | 1.1 Define the term 'Parkinson's disease'.  |   |  |
|   | 1.2 Describe the main signs and symptoms of Parkinson's disease.  |   |  |
|   | 1.3 Outline the possible underlying causes of Parkinson's disease.  |   |  |
|   | 1.4 Outline the possible risk factors for Parkinson's disease.  |   |  |
|   | 1.5 Explain the differences between young-onset Parkinson's disease and traditional-onset Parkinson's disease.  |   |  |
|   | 1.6 Explain the similarities between young-onset Parkinson's disease and traditional onset Parkinson's disease. |   |  |
|   | 1.7 Identify other conditions that may be mistaken for Parkinson's disease.                                     |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|--|--|
| 2. Understand the treatment options and support services that are available to individuals with Parkinson's disease. | 2.1 Describe how Parkinson's disease is diagnosed.   |  |  |
|  | 2.2 Outline the treatment options available, to include: <ul style="list-style-type: none"> <li>• medication</li> <li>• surgery</li> <li>• physical therapy</li> <li>• psychological interventions</li> <li>• complementary and alternative therapies.</li> </ul>  |  |  |
|  | 2.3 Outline the support services available to <b>individuals</b> with Parkinson's disease, to include: <ul style="list-style-type: none"> <li>• Parkinson's nurse specialists</li> <li>• physiotherapists</li> <li>• occupational therapists</li> <li>• speech and language therapists.</li> </ul>                         |  |  |
| 3. Understand the experience of living with Parkinson's disease and strategies for managing the condition.           | 3.1 Describe the strategies that can be used to support an individual with Parkinson's disease, to include: <ul style="list-style-type: none"> <li>• communication difficulties</li> <li>• swallowing</li> <li>• sleep disturbances</li> <li>• mobility</li> <li>• falls</li> <li>• mental health difficulties.</li> </ul> |  |  |
|  | 3.2 Describe the possible psychological impact of living with Parkinson's disease for: <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• relatives.</li> </ul>  |  |  |
|  | 3.3 Outline ways to support individuals with Parkinson's disease who are experiencing psychological distress.  |  |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
|   | 3.4 Outline the impact that the attitudes and behaviours of others may have on an individual with Parkinson's disease. |   |  |

| <b>Additional information about the unit:</b>                        |  |
|--|--|
| Relationship to National occupational Standards (NOS)                | SCDHSC 0021, SCDHSC 0023<br>SCDHSC 0025, SCDHSC 0027,<br>SCDHSC 0224, SCDHSC 0369.   |
| Additional unit assessment requirements                              | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.                                 |
| <b>Guidance for developing assessment arrangements for the unit:</b> |  |
| Unit guidance  | <b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

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

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

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



## HSC S 23: Support individuals with Parkinson's disease

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | T/616/6366   | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 25 |
| <b>Unit aim</b>       | The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals with Parkinson's disease. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:                             | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand the signs, symptoms and progression of Parkinson's disease. | 1.1 Describe Parkinson's disease.  |   |  |
|   | 1.2 Explain changes in the brain that cause Parkinson's disease to develop.  |   |  |
|   | 1.3 Describe symptoms of Parkinson's disease in relation to :<br><ul style="list-style-type: none"> <li>• motor</li> <li>• non-motor.</li> </ul> |   |  |
|   | 1.4 Compare young-onset Parkinson's disease with traditional-onset Parkinson's disease.  |   |  |
|   | 1.5 Describe typical phases and timeframes of the progression of Parkinson's disease.  |   |  |
|   | 1.6 Identify a range of different conditions known under the term <b>Parkinsonism</b> .  |   |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 2. Understand the impact of Parkinson's disease on the <b>individual</b> and <b>others</b> .    | 2.1 Describe the impact of motor and non-motor symptoms on an individual's quality of life.  |   |  |
|   | 2.2 Explain the impact of Parkinson's disease on an individual's relationships with others.  |   |  |
|   | 2.3 Explain the impact of fluctuations in symptoms of Parkinson's disease on an individual and others.   |   |  |
|   | 2.4 Describe the impact of Parkinson's disease on the individual in relation to: <ul style="list-style-type: none"> <li>• communication</li> <li>• cognition</li> <li>• behaviour</li> <li>• emotion.</li> </ul> |   |  |
| 3. Understand the diagnosis, interventions and treatment options to manage Parkinson's disease. | 3.1 Describe processes for diagnosis and referral of an individual with Parkinson's disease.   |   |  |
|   | 3.2 Describe how to access local, community and statutory agencies, support services and networks appropriate to an individual with Parkinson's disease.   |   |  |
|   | 3.3 Describe methods, practices and interventions to support individuals to manage their symptoms.   |   |  |
|   | 3.4 Describe <b>treatment options</b> available for an individual with Parkinson's disease.  |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
|  | 3.5 Explain how nutrition and hydration are managed for an individual with Parkinson's disease   |   |  |
| 4. Understand safe and effective use of medication for Parkinson's disease.              | 4.1 Identify medication used to manage Parkinson's disease.  |   |  |
|  | 4.2 Describe the common side effects of medication for Parkinson's disease.  |   |  |
|  | 4.3 Explain the consequences when medication is not taken or given on time.  |   |  |
|  | 4.4 Describe how to manage side effects of medication for Parkinson's disease.   |   |  |
| 5. Be able to support the health and well-being of individuals with Parkinson's disease. | 5.1 Implement person-centred strategies and <b>techniques</b> to address: <ul style="list-style-type: none"> <li>• communication difficulties</li> <li>• cognitive difficulties</li> <li>• behavioural changes.</li> </ul>                         |   |  |
|  | 5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: <ul style="list-style-type: none"> <li>• mobility and falls</li> <li>• swallowing difficulties</li> <li>• sleep disturbances.</li> </ul> |   |  |
|  | 5.3 Contribute to the evaluation of service delivery in relation to supporting individuals living with Parkinson's disease.  |   |  |

| Additional information about the unit:  |   |
|---|---|
| Additional unit assessment requirements | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 5 must be assessed in a real work environment.</p>  |
| Unit guidance                           | <p><b>Parkinsonism</b> (or Parkinson's disease syndrome) is a term used to describe a range of conditions that have similar symptoms to Parkinson's disease.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Treatment options</b> may include:</p> <ul style="list-style-type: none"> <li>• medication</li> <li>• surgical</li> <li>• physiotherapy.</li> </ul> <p><b>Techniques</b><br/>Those designed specifically to support individuals in managing communication and cognition difficulties directly associated with Parkinson's disease, such as cognitive freezing.</p> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 23**

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

Assessor name:

Signature:

Date:

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

## HSC S 25: Awareness of sensory loss



|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | M/616/6544   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 2  | <b>GL</b>         | 16 |
| <b>Unit aim</b>       | The aim of this unit is to provide the learner with knowledge and understanding of sensory loss. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand <b>factors</b> that impact on an <b>individual</b> with <b>sensory loss</b> and strategies to overcome these. | 1.1 Describe factors which impact individuals with sensory loss.   |   |  |
|   | 1.2 Identify strategies to take to overcome factors which impact individuals with sensory loss.  |   |  |
| 2. Understand communication strategies for individuals with sensory loss.   | 2.1 Outline strategies for communicating with individuals with: <ul style="list-style-type: none"> <li>sight loss</li> <li>hearing loss</li> <li>deafblindness.</li> </ul> |   |  |
|   | 2.2 Explain how information can be made accessible to individuals with sensory loss.   |   |  |
| 3. Understand causes of sensory loss.   | 3.1 Outline the main causes of sensory loss.   |   |  |
|   | 3.2 Explain the difference between congenital and acquired sensory loss.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 4. Know how to recognise when an individual may be experiencing sight and/or hearing loss. | 4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> <li>sight loss</li> <li>hearing loss</li> <li>deafblindness.</li> </ul> |   |  |
|  | 4.2 Describe sources of additional advice and support available in relation to sensory loss.  |   |  |

| <b>Additional information about the unit:</b>   |   |
|---|---|
| Relationship to National Occupational Standards | Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.   |
| Additional unit assessment requirements         | This unit must be assessed in line with the Skills for Care and Development Assessment Principles.  |
| Unit guidance                                   | <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>communication</li> <li>information</li> <li>familiar layouts and routines</li> <li>mobility</li> <li>attitudes and beliefs.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss</b> may include:</p> <ul style="list-style-type: none"> <li>sight loss</li> <li>hearing loss</li> <li>deafblindness.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 25**

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

Assessor name:

Signature:

Date:

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



## HSC S 27: Support the assessment of individuals with sensory loss

|                       |   |                   |    |
|-----------------------|---|-------------------|----|
| <b>Unit reference</b> | F/616/6371  | <b>Unit level</b> | 3  |
| <b>Credit value</b>   | 3   | <b>GL</b>         | 22 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge, understanding and skills required to support the assessment of individuals with sensory loss. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 1. Understand own role and the roles of others in the assessment of <b>individuals</b> with <b>sensory loss</b> and their carers. | 1.1 Outline current legislation and guidance in relation to the assessment of individuals with sensory loss.         |   |  |
|   | 1.2 Describe the rights of individuals with sensory loss and their carers in relation to assessment.                 |   |  |
|   | 1.3 Describe own role and responsibilities in supporting the assessment of individuals with sensory loss.            |   |  |
|   | 1.4 Outline roles and responsibilities of <b>others</b> involved in the assessment of individuals with sensory loss. |   |  |
|   | 1.5 Describe the specific <b>factors</b> within an assessment for individuals with sensory loss.                     |   |  |
|   | 1.6 Explain the importance of using both <b>formal and informal</b> methods to gather information for assessments.   |   |  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number<br>& method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|--|--|
|  | 1.7 Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment. |  |  |
| 2. Understand own role and the role of others in promoting the interests of individuals with sensory loss. | 2.1 Explain why it is important to promote awareness of sensory loss.   |  |  |
|  | 2.2 Outline own role in promoting awareness of sensory loss.  |  |  |
|  | 2.3 Describe the roles of self and others who promote the interests of individuals with sensory loss.                       |  |  |
|  | 2.4 Describe the role of individuals in promoting awareness of sensory loss.  |  |  |
| 3. Be able to support the assessment of individuals with sensory loss.                                     | 3.1 Agree areas of assessment required with the individual and others.  |  |  |
|  | 3.2 Enable active participation of the individual throughout the assessment process.  |  |  |
|  | 3.3 Contribute to the assessment within boundaries of own role.   |  |  |
|  | 3.4 Record and report the outcomes of the assessment.   |  |  |
|  | 3.5 Monitor and review support and progress against agreed outcomes of the assessment.                                      |  |  |

| <b>Learning outcomes</b><br>The learner will:                              | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|--|---|--|
| 4. Be able to support primary carers.                                      | 4.1 Communicate with the primary carer to identify support needed.                                       |   |  |
|  | 4.2 Contribute to the assessment of primary carers' needs.   |   |  |
|  | 4.3 Identify support needs with the primary carers.  |   |  |
|  | 4.4 Record and report needs of primary carers.   |   |  |
|  | 4.5 Identify sources of information and support for referral.  |   |  |
| 5. Be able to promote evidence-based practice in relation to sensory loss. | 5.1 Provide individuals and others with information on evidence-based practice relevant to sensory loss. |   |  |
|  | 5.2 Use information, resources or evidence-based practice to improve practice.                           |   |  |
|  | 5.3 Review outcomes of applying evidence-based practice for the individual, others and the service.      |   |  |

| <b>Additional information about the unit:</b>         |  |
|---|--|
| Relationship to National Occupational Standards (NOS) | Sensory Services 1, 2, 3, 4, 6, 11   |
| Additional unit assessment requirements               | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p> |

| Additional information about the unit: |  |
|--|--|
| Unit guidance                          | <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sensory loss</b> may include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other colleagues</li> <li>• those who use or commission their own health or social care services</li> <li>• families, carers and advocates.</li> </ul> <p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• communication</li> <li>• assistive technology</li> <li>• positive risk assessment</li> <li>• mobility and falls</li> <li>• environment</li> </ul> <p><b>Formal and informal</b> methods could include:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• communication</li> <li>• feedback from individuals</li> <li>• feedback from families/carers /friends</li> <li>• deterioration in the environment.</li> </ul> |

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 27**

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

Assessor name:

Signature:

Date:

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

## HSC S 28: Support stroke care management

|                       |  |                   |    |
|-----------------------|--|-------------------|----|
| <b>Unit reference</b> | T/616/6545   | <b>Unit level</b> | 2  |
| <b>Credit value</b>   | 3  | <b>GL</b>         | 28 |
| <b>Unit aim</b>       | The aim of this unit is to provide learners with knowledge, understanding and skills required to support stroke care management. |                   |    |

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| <b>Learner name:</b> |  | <b>Centre no:</b> |  |
| <b>PIN:</b>          |  | <b>ULN:</b>       |  |

| <b>Learning outcomes</b><br>The learner will: | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|---|---|--|
| 1. Know what stroke is.                       | 1.1 Identify the <b>changes in the brain</b> associated with stroke.                          |   |  |
|   | 1.2 Outline conditions that may be mistaken for stroke.                                       |   |  |
|   | 1.3 Describe the differences between stroke and Transient Ischaemic Attack (TIA).             |   |  |
| 2. Know how to recognise stroke.              | 2.1 List signs and symptoms of stroke.  |   |  |
|   | 2.2 Identify stages of stroke.  |   |  |
|   | 2.3 Identify assessment tests that are available to enable listing of the signs and symptoms. |   |  |
|   | 2.4 Describe <b>changes</b> that an <b>individual</b> may experience as a result of stroke.   |   |  |

| <b>Learning outcomes</b><br>The learner will:                                | <b>Assessment criteria</b><br>The learner can:  | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|--|---|---|--|
| 3. Understand the management of risk factors for stroke.                     | 3.1 State the prevalence of stroke in the UK.   |   |  |
|  | 3.2 Identify risk factors for stroke.   |   |  |
|  | 3.3 Describe steps to take to reduce the risk of stroke and subsequent stroke.  |   |  |
| 4. Understand the importance of emergency response and treatment for stroke. | 4.1 Describe why stroke is a medical emergency.   |   |  |
|  | 4.2 Describe the actions to take in response to an emergency stroke incident.   |   |  |
|  | 4.3 Identify the impact of stages of stroke on the individual.  |   |  |
|  | 4.4 Describe reporting requirements following an emergency stroke incident.   |   |  |
| 5. Understand the management of stroke.                                      | 5.1 Describe why stroke care is important to the management of stroke.  |   |  |
|  | 5.2 Identify support available to individuals and others affected by stroke.  |   |  |
|  | 5.3 Explain the role of the healthcare worker in supporting: <ul style="list-style-type: none"> <li>• reablement</li> <li>• <b>rehabilitation.</b></li> </ul> |   |  |
|  | 5.4 Describe the term 'positive risk-taking'.   |   |  |

| <b>Learning outcomes</b><br>The learner will:       | <b>Assessment criteria</b><br>The learner can:   | <b>Evidence record</b><br>e.g. page number & method | <b>Assessor judgement achieved</b><br>Initial and date |
|---|--|---|--|
| 6. Be able to support individuals following stroke. | 6.1 Support individuals with personal care and daily living.   |   |  |
|   | 6.2 Contribute to the recovery of individuals through rehabilitation and reablement exercises and therapy. |   |  |
|   | 6.3 Monitor individuals and report change or concerns.   |   |  |

| <b>Additional information about the unit:</b> |   |
|---|---|
| Additional unit assessment requirements       | <p>This unit must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Learning outcome 6 must be assessed in a real work environment.</p>  |
| Unit guidance                                 | <p><b>Changes in the brain</b> may include:</p> <ul style="list-style-type: none"> <li>• the dominant side of the brain</li> <li>• the non-dominant side.</li> </ul> <p><b>Changes</b> may include:</p> <ul style="list-style-type: none"> <li>• psychological (depression/anxiety)</li> <li>• cognitive</li> <li>• movement</li> <li>• communication</li> <li>• swallowing</li> <li>• visual</li> <li>• bladder and bowel control</li> <li>• sexual changes.</li> </ul> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Rehabilitation</b> may include:</p> <ul style="list-style-type: none"> <li>• physiotherapy</li> <li>• speech therapy</li> <li>• occupational therapy.</li> </ul> |



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HSC S 28**

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

Assessor name:

Signature:

Date:

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

## Section 4: Assessment and quality assurance information

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

| Ref | Assessment Method  | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|-----|--|-------------------------------|-------------------------------------|
| A   | Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul> | Yes                           | Yes                                 |
| B   | Professional discussion  | Yes                           | Yes                                 |
| C   | Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>  | Yes                           | Yes                                 |
| D   | Learner's own work products  | Yes                           | Yes                                 |
| E   | Learner log or reflective diary  | Yes                           | Yes                                 |
| F   | Activity plan or planned activity  | Yes                           | Yes                                 |
| G   | Observation of children, young people or adults by the learner   | Yes                           | Yes                                 |
| H   | Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>   | Yes                           | Yes                                 |
| I   | Recognition of prior learning  | Yes                           | Yes                                 |
| J   | Reflection on own practice in real work environment  | Yes                           | Yes                                 |

| Ref   | Assessment Method                                  | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|---|--|-------------------------------|-------------------------------------|
| K   | Written and pictorial information                  | No                            | Yes                                 |
| L   | Scenario or case study                             | No                            | Yes                                 |
| M   | Task set by NCFE (for knowledge learning outcomes) | No                            | Yes                                 |
| N   | Oral questions and answers                         | Yes                           | Yes                                 |
| <p>* <b>Expert Witness testimony</b> should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.</li> </ul> <p>** <b>Simulation.</b> A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p> |  |                               |                                     |

**Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

This qualification has been developed to meet Skills for Care's qualification criteria and must be assessed in line with the Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care.

Centres must also ensure that they apply the guidance within the Skills for Care and the Joint Awarding Body Quality Group (JABQG) Additional Assessment Principles guidance document. The guidance within the additional assessment principles sets out clarification of aspects from the existing assessment principles and aims to recognise developments, for example with the use of technology in the assessment process. This additional assessment principles document must be used alongside and in conjunction with the Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care. Both documents are available on the [Skills for Care website](#).

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

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

## Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care

### 1. Introduction

- 1.1 Skills for Care is part of the UK sector skills council (SSC) and represents Adult Social Care in England. Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out the minimum expected principles and approaches to assessment of the Level 2 Diploma in Care (RQF) in England, and should be read alongside qualification regulatory arrangements.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer the Level 2 Diploma in Care.
- 1.4 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.5 Assessors should ensure that the voices and choices of individuals drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice.

### 2. Assessment Principles

#### Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.
- 2.3 Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.
- 2.4 Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals and their families and carers.
- 2.5 Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills-based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, it is recommended that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not

required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

- 2.8 Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.
- 2.9 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.10 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.11 Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.12 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
  - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
  - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.
- 2.13 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up-to-date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.14 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

### 3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications, it is recommended that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.
- 3.3 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (eg to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)
- 3.4 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.5 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.



## 4 Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
  - be occupationally competent in the area for which they are providing expert testimony
  - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

## Appendix A Codes and Standards of Conduct

[www.skillsforcare.org.uk/Standards/CodeofConduct/Code-of-Conduct.aspx](http://www.skillsforcare.org.uk/Standards/CodeofConduct/Code-of-Conduct.aspx)

[www.skillsforhealth.org.uk/standards/item/217-code-of-conduct](http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct)

## **Section 5: Documents and resources**

### Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance
- Joint Skills for Care and Skills for Health Assessment Principles

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

### Resources

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

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