



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 3 Diploma in Health and Social Care Practice (Northern Ireland)
Ofqual qualification number (QN)	610/6571/7
Guided learning hours (GLH)	311
Total qualification time (TQT)	440
Credit value	44
Minimum age	18
Qualification purpose	<p>This qualification is designed for learners to develop the knowledge and skills required to work in a range of health and social care settings within Northern Ireland.</p> <p>The mandatory units cover core competencies in health and social care:</p> <ul style="list-style-type: none"> continuing professional development (CPD) promoting effective communication and information sharing promoting and implementing health and safety understand safeguarding, protection and duty of care understand mental capacity and restrictive practices promoting and implementing person-centred practice promoting equality, diversity and inclusion (EDI) <p>The optional units allow learners to choose from a wide variety of areas to tailor the qualification to their needs and interests, and to reflect the context of their work.</p>
Grading	Achieved/not yet achieved.
Assessment method	Internally assessed and externally quality assured portfolio of evidence, including direct observation in real work settings.
Work/industry placement experience	The learner must be employed in a health and social care role in an appropriate setting to be able to meet the assessment requirements of this qualification.
Occupational standards	This qualification is underpinned by the National Occupational Standards (NOS) for health and social care and is aligned with the Level 3 Health and Social Care Apprenticeship Framework endorsed by the Northern Ireland Social Care Council (NISCC) and sits within the Care in Practice (CiP) Framework.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/6571/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

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

Aims and objectives

This qualification aims to:

- focus on the study of health and social care settings
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical skills

The objective of this qualification is to:

- confirm occupational competence

Support Handbook

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

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

Guidance for entry and registration

This qualification is designed for learners working in health and social care to develop the knowledge, skills and competence required to practice in a range of health and social care settings within Northern Ireland.

It may also be useful to learners studying qualifications in the following sector:

- health and social care

Learners must be at least 18 years of age and be employed in relevant health and social care roles in Northern Ireland.

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

There are no specific prior skills/knowledge a learner must have for this qualification; however, learners may find it helpful if they have already achieved a level 2 qualification which could include:

- NCFE CACHE Level 2 Certificate in Safe and Effective Practice in Health and Social Care (Northern Ireland) (XXX/XXXX/X)
- NCFE CACHE Level 2 Diploma in Health and Social Care (Northern Ireland) (610/5996/1)



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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 44 credits from the mandatory and optional units:

- 26 credits from the mandatory units and a minimum of 18 credits from the optional units.

Learners must achieve a minimum of 18 credits from the optional units. These must include:

- a minimum of three and a maximum of six credits from optional group A (knowledge only units)
- all remaining credits must be achieved from optional group B (knowledge and skills units)

For example:

- if a learner achieves three credits from group A, they must achieve a minimum of 15 credits from group B
- if a learner achieves six credits from group A, they must achieve a minimum of 12 credits from group B

The following units are barred against one another and only one of the units will count towards qualification achievement:

- Unit 34 Supporting individuals to use medication in health and social care (H/651/8163)
- Unit 35 Administering medication to individuals in health and social care (J/651/8164)

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

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

Progression

Learners who achieve this qualification may, depending on employer requirements and specific work setting or settings, progress to employment or further study, such as:

- employment roles:
 - senior care assistant
 - senior support worker
 - team leader (health and social care setting)
 - key worker
 - shift leader
 - assistant practitioner (health and social care)
 - supervisory roles within domiciliary, residential or community care services
- further education:



- NCFE CACHE Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) (603/5355/7)
- higher education:
 - NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Management) (603/6041/0/AM)
 - NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care Services (Northern Ireland) (Adult Residential Management) (603/6041/0/ARM)

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Progression to higher-level studies

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

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

Resource requirements

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

Work placement experience

Learners must be employed in an appropriate health and social care setting to meet the assessment requirements of this qualification.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in this component to gain the NCFE CACHE Level 3 Diploma in Health and Social Care Practice (Northern Ireland) (610/6571/7).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

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



Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

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

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



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level, credit and guided learning hours (GLH).

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

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 therefore minimise the impact on individuals who are in receipt of care or support, their families and carers.

Expert witness testimony may be permitted where observation by the assessor is inappropriate due to the work setting or a particular individual's situation; this will need to be agreed by the EQA.

When answering, learners should reflect on own service user group and organisational context.

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

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Unit 01 Continuing professional development (CPD) in health and social care (L/651/8094)

Unit summary				
This unit will enable the learner to show their knowledge and understanding of the importance of continuing professional development (CPD) within their work role. Understanding and using reflective practice, the learner will demonstrate their commitment to their own development and in accordance with regulatory requirements.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of regulation in health and social care	1.1 Summarise the role and standards associated with regulatory bodies applicable to you and your setting, and describe their impact on practice
2. Be able to meet the competence requirements of your own role	2.1 Describe duties and responsibilities of your role 2.2 Summarise the importance of CPD in health and social care 2.3 Explain the purpose and focus areas of your own supervision 2.4 Provide access to records to demonstrate your active participation in: (a) the supervision process (b) other forms of CPD in order to meet competence requirements of your own role
3. Know how to manage your own wellbeing	3.1 Explain what is meant by: <ul style="list-style-type: none">personal wellbeingresilience 3.2 Describe factors that affect your own wellbeing 3.3 Describe a range of wellbeing supports available and identify ways to access them
4. Be able to engage in reflective practice in order to improve health and social care practice	4.1 Explain the importance of reflective practice 4.2 Reflect on an aspect of recent learning in order to describe its impact on: <ul style="list-style-type: none">your own developmentindividuals or others 4.3 Use examples from your work environment in order to reflect on how your own practice: <ul style="list-style-type: none">has improvedmay need to improve

Range
1. Understand the role of regulation in health and social care
1.1 Regulatory bodies may include:
<ul style="list-style-type: none"> Northern Ireland Social Care Council (NISCC) Regulation and Quality Improvement Authority (RQIA) Northern Ireland Housing Executive (NIHE) Supporting People Programme (SP)



Range
<p>1.1 Impact on practice may include:</p> <ul style="list-style-type: none"> • registration (of a service or workforce) and renewal • inspection processes against identified standards • sanctions for non-compliance (for example, quality improvement plan, suspension of services, funding withdrawal) • fitness to practice processes
<p>2. Be able to meet the competence requirements of your own role</p> <p>2.3 Purpose and focus areas of your own supervision may include:</p> <ul style="list-style-type: none"> • support and development • meeting regulatory requirements • protection for self • supervisor and individuals • wellbeing • service quality • reflection
<p>2.4 Records must include:</p> <ul style="list-style-type: none"> • supervision documentation <p>2.4 Records may include:</p> <ul style="list-style-type: none"> • appraisal documentation • competence assessments • training records/certificates • NISCC post-registration training and learning (PRTL) records
<p>3. Know how to manage your own wellbeing</p> <p>3.1 Wellbeing:</p> <p>In this context, wellbeing refers to that of the learner. Wellbeing is a broad concept referring to a person's quality of life, taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.</p> <p>3.2 Factors:</p> <p>May positively or negatively affect wellbeing.</p> <p>3.3 Wellbeing supports:</p> <p>May be internal or external to the learner's organisation. Consideration should include those that are available and those that are not currently accessed.</p>
<p>4. Be able to engage in reflective practice in order to improve health and social care practice</p> <p>4.2 Learning may include:</p> <ul style="list-style-type: none"> • mentoring • in-house training • learning from others at team meetings



Range
<ul style="list-style-type: none"> case discussions attending formal training or conferences distance learning use of NISCC Learning Zone internet research own reading and research
Delivery and assessment guidance
<p>This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.</p> <p>For AC 4.3 improved practice may include:</p> <ul style="list-style-type: none"> areas of understanding skills or values that underpin best practice aligns with sectoral standards and agreed ways of working <p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method or methods for LOs 1, 3 and 4:</p> <ul style="list-style-type: none"> written tasks question and answer session (audio/visual/written records) records of professional discussion observation records <p>Primary assessment method or methods for LO2:</p> <ul style="list-style-type: none"> direct observation of the learner in their work setting review of work products and associated questioning <p>Alternative assessment method or methods for LO4 may include:</p> <ul style="list-style-type: none"> direct observation of the learner in their work setting while engaging in reflective practice review of work products and associated questioning (for example, a reflective account/shared learning following an error, incident) <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> SCDHSC0023 Develop your own knowledge and practice SCDHSC0033 Develop your practice through reflection and learning SCDHSC0043 Take responsibility for the continuing professional development of yourself and others



Unit 02 Promoting effective communication and information sharing in health and social care (M/651/8095)

Unit summary				
This unit will enable the learner to understand and demonstrate effective communication and information sharing in accordance with their role and context.				
Assessment				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	48 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of effective communication in health and social care	<p>1.1 Explain the importance of effective communication in building and maintaining relationships with individuals and others</p> <p>1.2 Describe skills required to be an effective communicator within your own role and context</p> <p>1.3 Describe how technologies can be used to promote and enhance effective communication with individuals and others in the context of your role</p> <p>1.4 Analyse barriers to effective communication that may be experienced in your own role and context, and describe how to overcome these</p> <p>1.5 Reflect on your use of effective communication in complex, sensitive or challenging situations and identify communication skills to develop</p>
2. Understand operational frameworks that support communication and information sharing in health and social care	<p>2.1 Outline the legislation relevant to information sharing in health and social care</p> <p>2.2 Summarise key principles with regard to confidentiality and information sharing, including relevant Regulatory Standards applicable to your job role and context</p> <p>2.3 Describe the potential tension between maintaining an individual's confidentiality and sharing information with others</p> <p>2.4 Explain what is meant by a 'data breach' in the handling of information</p>
3. Be able to meet the communication and language needs, wishes and preferences of individuals	<p>3.1 Demonstrate the use of appropriate communication methods and skills when communicating with individuals, in accordance with their needs, wishes and preferences and agreed ways of working</p> <p>3.2 Demonstrate how to respond appropriately to an individual's reactions when communicating with them</p> <p>3.3 Demonstrate how to overcome barriers to communicating effectively with an individual</p>
4. Be able to implement good practice in record	<p>4.1 Demonstrate how to maintain accurate, complete, retrievable and up-to-date records, in accordance with legal requirements and agreed ways of working</p>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
keeping and information sharing	<p>4.2 Demonstrate how to maintain confidentiality in day-to-day communication and record keeping, in line with agreed ways of working</p> <p>4.3 Demonstrate the appropriate and safe use of digital communication systems</p>
5. Know how to respond to complaints and feedback from others	<p>5.1 Summarise the main points of agreed policy and procedure for handling complaints within your own organisation</p> <p>5.2 Explain why having an accessible complaints procedure can reduce the likelihood of abuse</p> <p>5.3 Explain how to support an individual or others to make a complaint</p> <p>5.4 Describe service improvements that resulted from feedback, in your own or other services</p>

Range
1. Understand the importance of effective communication in health and social care
1.1 Individuals:
Refers to people in receipt of care or support services (usually meaning the person/people supported by the learner).
1.1 Others may include:
<ul style="list-style-type: none"> • carers • family • advocates • colleagues • manager • other professionals • community services
1.2 Skills may include:
<ul style="list-style-type: none"> • verbal • non-verbal • active listening and associated skills (for example, summarising, questioning) • use of signs • objects of reference • IT skills • negotiation skills • use of silence • touch
1.4 Barriers may include:
<ul style="list-style-type: none"> • personal barriers (for example, psychological): <ul style="list-style-type: none"> ○ lack of confidence or fear ○ lack of understanding or knowledge ○ physical or cognitive impairment



Range
<ul style="list-style-type: none"> linguistic barriers: <ul style="list-style-type: none"> poor literacy skills use of jargon unfamiliar words or vocabulary cultural barriers: <ul style="list-style-type: none"> differences in cultural norms values language and non-verbal cues preconceptions about other cultures environmental barriers: <ul style="list-style-type: none"> physical barriers (for example, time, place, space, climate, noise; busyness) technological barriers: <ul style="list-style-type: none"> poor connections lack of accessible tools (for example, a loop system)
2. Understand operational frameworks that support communication and information sharing in health and social care
2.2 Regulatory Standards may include:
<ul style="list-style-type: none"> those relevant to your setting those relevant to the workforce
2.4 Data breach may include:
<ul style="list-style-type: none"> accidental or unlawful destruction loss alteration unauthorised disclosure of, or access to, personal or secure data
4. Be able to implement good practice in record keeping and information sharing
4.3 Digital communication systems may include:
<ul style="list-style-type: none"> the use of mobile or other permitted devices for work purposes: <ul style="list-style-type: none"> phone calls emails access to workplace apps digital documents information management systems or collaboration tools such as MS Teams/Zoom
5. Know how to respond to complaints and feedback from others
5.4 Feedback may include:
<ul style="list-style-type: none"> complaints (formal or informal) compliments Regulation and Quality Improvement Authority (RQIA) or other regulatory reports or investigations service monitoring reports or shared learning service users carers meetings forums serious case reviews

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 5:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0021 Support effective communication
- SCDHSC0031 Promote effective communication



Unit 03 Promoting and implementing health and safety in health and social care (R/651/8096)

Unit summary				
This unit will enable the learner to understand and demonstrate their knowledge and skills in promoting and implementing health and safety in the workplace.				
Assessment				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand your own and others' responsibilities relating to health and safety in the work setting	<p>1.1 Outline current legislation in relation to:</p> <ul style="list-style-type: none"> • overarching health and safety • fire safety • hazardous substances • moving and handling equipment or objects • infection prevention and control <p>1.2 Explain your role responsibilities in relation to:</p> <ul style="list-style-type: none"> • overarching health and safety • fire safety • storing and handling hazardous substances • moving and handling equipment or objects • infection prevention and control <p>1.3 Explain procedures to follow in relation to incidents and accidents which could occur in your work setting</p> <p>1.4 Explain actions to take in your role in relation to unsafe health and safety practices</p>
2. Be able to undertake your responsibilities for health and safety in the work setting, in accordance with agreed ways of working	<p>2.1 Adhere to fire safety requirements in accordance with your role and work setting</p> <p>2.2 Explain different types of risk assessments that are applicable to your work setting</p> <p>2.3 Adhere to risk assessments in relation to health and safety when undertaking your own job role</p> <p>2.4 Work with team members and/or others to monitor potential health and safety risks in your work setting</p> <p>2.5 Identify tasks in your work setting that should not be undertaken without specific training</p> <p>2.6 Describe types of additional support that you may require in relation to health and safety and how to access this support</p>
3. Be able to implement security measures in the work setting	<p>3.1 Explain the importance of ensuring that others are aware of your whereabouts</p> <p>3.2 Use agreed ways of working to protect your own security and the security of others in the work setting</p>

Range
1. Understand your own and others' responsibilities relating to health and safety in the work setting
1.1 Objects may include:



Range
<ul style="list-style-type: none"> • shopping • bags • furniture • boxes • supplies
1.2 Responsibilities may include:
<ul style="list-style-type: none"> • those that arise routinely • in response to unplanned or emergency situations
2. Be able to undertake your responsibilities for health and safety in the work setting, in accordance with agreed ways of working
2.5 Tasks may include:
<ul style="list-style-type: none"> • use of equipment or medical devices • first aid • medication • health care • procedures • food handling and preparation

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LO1:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records
Primary assessment method or methods for LOs 2 and 3:
<ul style="list-style-type: none"> • direct observation of the learner in their work setting • review of work products and associated questioning
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> • SCDHSC0246 Maintain a safe and clean environment • SCDHSC0022 Support the health and safety of yourself and individuals • SCDHSC00243 Support the safe use of materials and equipment • SCDHSC0032 Promote health, safety and security in the work setting



Unit 04 Understand safeguarding, protection and duty of care in health and social care (T/651/8097)



Unit summary				
This unit covers areas of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation. It identifies different types of abuse and the signs that might indicate abuse occurring. It considers when individuals may be particularly vulnerable to abuse, neglect or exploitation and what a learner must do if abuse is suspected or alleged.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the national and local context of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation	<p>1.1 Outline current, relevant legislation, policies and local systems that relate to safeguarding and protection of those at risk of harm from abuse, neglect or exploitation</p> <p>1.2 Describe the roles of at least three different agencies in safeguarding and protecting individuals' right to live safely and be free from abuse, neglect or exploitation</p> <p>1.3 Analyse how reports into failures in upholding individuals' right to live free from abuse, neglect or exploitation have influenced current practice</p>
2. Know how to recognise signs of harm from abuse, neglect or exploitation	<p>2.1 Describe factors that may contribute to individuals being at risk of harm from abuse, neglect or exploitation</p> <p>2.2 Describe each of the following types of harm and their potential indicators:</p> <ul style="list-style-type: none"> physical abuse sexual abuse emotional or psychological abuse financial abuse institutional abuse neglect domestic abuse exploitation human trafficking or modern slavery discriminatory abuse (hate crime) <p>2.3 Describe potential risks of harm to individuals using electronic communication devices and systems</p>
3. Know how to respond to suspected or disclosed abuse	<p>3.1 Describe actions to take in your role, and in accordance with agreed ways of working if:</p> <ul style="list-style-type: none"> there are suspicions that one or more individuals are being abused one or more individuals disclose that they are being abused there are suspicions about the abuse of another person, other than individuals in direct receipt of your service <p>3.2 Outline ways to ensure that evidence of abuse is preserved</p>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.3 Explain when and how to seek support in relation to responding to safeguarding concerns
4. Understand ways to reduce the likelihood of harm from abuse, neglect or exploitation	<p>4.1 Explain what it means to have a duty of care in your own role and how it contributes to the safeguarding and protection of individuals and others</p> <p>4.2 Explain at least two strategies to reduce the likelihood of abuse, neglect or exploitation occurring</p> <p>4.3 Explain what is meant by raising a concern in the public interest (whistleblowing)</p>

Range
1. Understand the national and local context of safeguarding and protection of those at risk of harm from abuse, neglect or exploitation
<p>1.2 Agencies may include:</p> <ul style="list-style-type: none"> • social services • police • regulatory bodies • disclosure and barring service (DBS)
<p>1.3 Reports may include:</p> <ul style="list-style-type: none"> • Regulation and Quality Improvement Authority (RQIA) or other regulatory reports or investigations • shared learning • serious case reviews • fitness to practice outcomes • public inquiries
2. Know how to recognise signs of harm from abuse, neglect or exploitation
<p>2.3 Systems may include:</p> <ul style="list-style-type: none"> • internet • social networking sites • online financial transactions
3. Know how to respond to suspected or disclosed abuse
<p>3.1 Actions:</p> <p>Appropriate sharing of information in line with agreed ways of working.</p>
<p>3.1 Another person:</p> <p>May be an adult or child.</p>
4. Understand ways to reduce the likelihood of harm from abuse, neglect or exploitation
<p>4.2 Strategies may include:</p> <ul style="list-style-type: none"> • implementing person-centred practice through agreed ways of working • managing risks • working in partnership with others

**Range**

- team culture of transparency and accountability
- using whistleblowing policy and procedure
- focusing on prevention
- supporting individuals to develop awareness of personal safety

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2, 3, and 4:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0035 Promote the safeguarding of individuals
- SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse



Unit 05 Understand mental capacity and restrictive practices in health and social care (Y/651/8098)



Unit summary				
This unit covers areas of legislation and principles in relation to capacity and ways in which these impact on practice in health and social care, including the appropriate use of restrictive practices.				
Assessment				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	12 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand capacity and consent when providing care or support	1.1 Identify current legislation relating to an individual's capacity 1.2 Outline the principles that underpin practice, in relation to capacity and consent
2. Understand restrictive practice	2.1 Describe what is meant by ' restrictive practice ' 2.2 Analyse the principles that underpin the use of restrictive practices 2.3 Describe at least two restrictive practices that may be appropriately used in identified circumstances 2.4 Explain the importance and impact of seeking the least restrictive option for individuals 2.5 Identify how to raise concerns in your role, when restrictions appear out of proportion with presenting risk

Range
2. Understand restrictive practice
2.1 Restrictive practice:
Those that limit a person's movement, day-to-day activity or function.
2.3 Two restrictive practices:
A range of restrictive practices may be considered, as identified in regional and/or organisational policy.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LOs 1 and 2:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records
Relationship to National Occupational Standards (NOS):



Delivery and assessment guidance

- SCDHSC0313 Work with children and young people to promote their own physical and mental health
- SCDHSC0024 Support the safeguarding of individuals
- SCDHSC0035 Promote the safeguarding of individuals
- SCDHSC0395 Contribute to addressing situations where there is risk of danger, harm or abuse

DRAFT



Unit 06 Promoting and implementing person-centred practice (A/651/8099)

Unit summary				
This unit will enable the learner to understand and demonstrate the knowledge and skills required to promote and implement person-centred practice, underpinned by the values and behaviours expected of their role and context.				
Assessment				
This unit is internally assessed.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the application of person-centred practice in health and social care	<p>1.1 Outline what is meant by person-centred practice and the values that underpin it</p> <p>1.2 Analyse why person-centred values and a strengths-based approach must underpin the care or support of individuals</p> <p>1.3 Summarise ways in which trauma informed principles can support person-centred practice</p> <p>1.4 Explain the nature of partnership working and co-production</p> <p>1.5 Describe ways to promote the active participation of individuals and others, in the care or support process</p> <p>1.6 Describe how to support an individual to question or challenge decisions when active participation has not been upheld</p>
2. Understand the role of risk assessments in promoting person-centred practice	<p>2.1 Explain why supporting positive risk taking should be part of person-centred practice</p> <p>2.2 Explain how risk assessments can be used to promote and enable an individual's right to take risks</p> <p>2.3 Explain when and why risk assessments should be reviewed and who should be involved in the process</p>
3. Be able to work in a person-centred way	<p>3.1 Establish consent when providing care or support</p> <p>3.2 Work with an individual and others to establish and understand the individual's history, preferences, wishes, strengths and needs</p> <p>3.3 Support an individual to make informed choices and decisions</p> <p>3.4 Demonstrate respect for an individual's lifestyle, choices and relationships</p> <p>3.5 Discuss why practitioners' views, beliefs, wishes and preferences should not influence an individual's choices</p> <p>3.6 Support an individual's active participation in their care or support, taking account of their changing needs, strengths and circumstances</p> <p>3.7 Work with team members and others to support an individual to manage risks, in ways that maintain and promote their right to make choices</p>

Range
1. Understand the application of person-centred practice in health and social care
1.1 Person-centred values may include:
<ul style="list-style-type: none"> • individuality • choice



Range
<ul style="list-style-type: none"> • privacy • independence • dignity • respect • partnership • compassion
1.2 Strengths-based approach:
Focuses on individuals' strengths or resources, building on their abilities to maintain their wellbeing and independence.
1.3 Trauma informed principles must include:
<ul style="list-style-type: none"> • safety (such as psychological safety) • trustworthiness • choice • collaboration • empowerment • cultural consideration
1.3 Practice:
Trauma informed practice is distinguished from trauma specific services and recognises a wider understanding of adverse experiences and their impact on a person's wellbeing.
1.4 Co-production:
A genuine partnership approach which brings people together to find shared solutions. In practice, co-production involves partnering with people from the start to the end of any change that affects them. It works best when people are empowered to influence decision making and care delivery processes.
1.5 Active participation:
A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LOs 1 and 2:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion

**Delivery and assessment guidance**

- observation records

Primary assessment method or methods for LO3:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0025 Contribute to implementation of care or support plan activities
- SCDHSC0233 Develop effective relationships with individuals
- SCDHSC0234 Uphold the rights of individuals

DRAFT



Unit 07 Promoting equality, diversity and inclusion (EDI) in health and social care (K/651/8100)

Unit summary				
This unit will enable the learner to show their knowledge and skills in promoting and implementing equality, diversity, inclusion (EDI) and human rights in their role and work setting.				
Assessment				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	12 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the importance of equality, diversity and inclusion (EDI) in health and social care	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> • equality • diversity • inclusion <p>1.2 Summarise key pieces of legislation and regulatory standards relevant to EDI</p> <p>1.3 Explain ways in which legislation, professional standards and agreed ways of working relevant to EDI underpin your own practice</p> <p>1.4 Explain how unconscious bias may affect your own and others' behaviours</p> <p>1.5 Describe ways to adapt practice to show awareness of and respect for a diverse population</p>
2. Be able to work in an inclusive way to promote equality, diversity and inclusion (EDI)	<p>2.1 Interact with individuals in ways that respect equality and diversity</p> <p>2.2 Demonstrate actions that model inclusive practice with:</p> <ul style="list-style-type: none"> • individuals • colleagues • managers • others <p>2.3 Explain how to report and record any discriminatory or exclusionary behaviour within your own work setting</p> <p>2.4 Reflect on your own practice in promoting EDI and identify ways to develop your own practice</p>

Range
1. Understand the importance of equality, diversity and inclusion (EDI) in health and social care
1.2 Key pieces of legislation must include:
<ul style="list-style-type: none"> • At least two key pieces of legislation
1.2 Regulatory standards may include:
<ul style="list-style-type: none"> • Regulation and Quality Improvement Authority (RQIA) • Northern Ireland Social Care Council (NISCC) • Northern Ireland Housing Executive (NIHE) Supporting People Programme (SP)
1.4 Unconscious bias:



Range
Unknowingly making decisions or judgements on the basis of assumptions, prior experience or personal thought patterns that get in the way of impartial judgement.
2. Be able to work in an inclusive way to promote equality, diversity and inclusion (EDI)
2.2 Others may include:
<ul style="list-style-type: none"> • carers • family • advocates • other professionals • community services

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LO1:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records
Primary assessment method or methods for LO2:
<ul style="list-style-type: none"> • direct observation of the learner in their work setting • review of work products and associated questioning
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> • SCDHSC0025 Contribute to implementation of care or support plan activities • SCDHSC0233 Develop effective relationships with individuals • SCDHSC3111 Promote the rights and diversity of individuals • SCDHSC0234 Uphold the rights of individuals



Unit 08 Understand the context of supporting individuals with learning disabilities (R/651/8121)



Unit summary				
This unit will enable the learner to understand the meaning of the term learning disability and to consider issues linked with learning disability support. The unit considers how attitudes affect individuals with learning disabilities and recognises the importance of advocacy, promoting active participation and empowerment.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the causes and impact of learning disabilities	1.1 Explain what is meant by the term learning disability 1.2 Describe at least three causes of learning disabilities 1.3 Analyse the potential impact on a family of an individual with a learning disability
2. Understand the historical context of learning disability and its relationship to current services	2.1 Summarise the types of services that have been provided over time for individuals with learning disabilities 2.2 Explain how attitudes have changed in relation to individuals with learning disabilities 2.3 Describe examples of how past ways of working are no longer appropriate in current health and social care services
3. Understand advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	3.1 Explain what is meant by the terms: <ul style="list-style-type: none">social inclusionadvocacy 3.2 Explain how individuals with learning disabilities may benefit from the services of an independent advocate 3.3 Describe ways to build empowerment and active participation into everyday support of individuals with learning disabilities and their families 3.4 Summarise ways to promote positive attitudes towards individuals with learning disabilities 3.5 Describe the role of two external agencies in promoting the rights of individuals with learning disabilities

Range
2. Understand the historical context of learning disability and its relationship to current services
2.1 Types of services may include:
<ul style="list-style-type: none"> institutionalised residential or hospital facilities prior to the introduction of community-based day and residential facilities

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

**Delivery and assessment guidance**

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0367 Support individuals to access independent representation and advocacy

**Unit 09 Understand autism spectrum disorder (ASD) (T/651/8122)**

Unit summary				
This unit will enable the learner to understand ASD, the legislative and policy context and supports available for individuals with an ASD.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand ASD	<p>1.1 Explain what is meant by the term 'Autism Spectrum Disorder'</p> <p>1.2 Describe the core characteristics associated with an ASD, including:</p> <ul style="list-style-type: none"> • communication • behaviours and interests • sensory processing <p>1.3 Analyse the potential impact that an ASD may have on the daily life of individuals</p>
2. Understand the legal and policy frameworks that relate to individuals diagnosed with an ASD	<p>2.1 Outline key areas of legislation and government policy that relate to an individual diagnosed with an ASD in your own region</p> <p>2.2 Summarise the impact of the legislation and government policy identified in AC2.1 on the life of individuals diagnosed with an ASD</p>
3. Understand effective communication with individuals with an ASD	<p>3.1 Describe a range of behaviours that may be an expression of emotions for individuals with an ASD</p> <p>3.2 Analyse strategies and skills that may be used to promote effective communication with individuals with an ASD, in accordance with their needs and preferences</p>
4. Understand the support available for individuals with an ASD	<p>4.1 Describe adaptations that may be made to physical and sensory environments in order to promote the wellbeing and inclusion of individuals with an ASD</p> <p>4.2 Explain the importance of informal networks in providing support to individuals with an ASD</p> <p>4.3 Describe the role of two external agencies in promoting the rights of individuals with an ASD</p>

Range
1. Understand ASD
1.2 Core characteristics:
<ul style="list-style-type: none"> • communication: <ul style="list-style-type: none"> ◦ social communication and interaction differences, which may include variations in language use, tone, and body language ◦ some individuals may have limited or no speech and may use alternative communication methods such as writing, gesture, sign language, or Augmentative and Alternative Communication (AAC) tools • behaviours and interests:



Range
<ul style="list-style-type: none"> ○ restricted or repetitive behaviours and interests (RRBIs) which may include, repetitive movements, focused or intense interests, and a preference for order, predictability, or routine ○ these behaviours may also serve as self-regulatory or calming activities (sometimes referred to as stimming) ● sensory processing: <ul style="list-style-type: none"> ○ differences in sensitivity to sensory input across sight, sound, touch, taste, smell, balance, movement, and internal awareness ○ individuals may be over or under-sensitive in certain areas and may seek or avoid sensory experiences depending on the situation
1.3 Potential impact must include:
<ul style="list-style-type: none"> ● challenges ● opportunities
2. Understand the legal and policy frameworks that relate to individuals diagnosed with an ASD
2.2 Impact may include:
<ul style="list-style-type: none"> ● assessment of needs ● diagnosis (recognition of ASD as a distinct condition requiring lifelong support) ● staff training requirements ● co-ordinated services
Delivery and assessment guidance
<p>This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.</p> <p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method or methods for LOs 1, 2, 3 and 4:</p> <ul style="list-style-type: none"> ● written tasks ● question and answer session (audio/visual/written records) ● records of professional discussion ● observation records <p>Primary assessment method or methods for LO2:</p> <ul style="list-style-type: none"> ● direct observation of the learner in their work setting ● review of work products and associated questioning <p>Alternative assessment method or methods for LO4 may include:</p> <ul style="list-style-type: none"> ● direct observation of the learner in their work setting while engaging in reflective practice ● review of work products and associated questioning (for example, a reflective account/shared learning following an error, incident) <p>Relationship to National Occupational Standards (NOS):</p>



Delivery and assessment guidance

- SCDHSC0234 Uphold the rights of individuals

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Unit 10 Understand principles of supporting individuals in relation to sexuality and sexual health (Y/651/8123)



Unit summary				
This unit will enable the learner to understand the principles of supporting individuals in relation to sexuality and sexual health.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand human sexuality and its development	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> • sexuality • sexual orientation • gender identity <p>1.2 Describe sexual development milestones from adolescence to older adulthood</p>
2. Understand the legal framework in relation to consent and sexual activity, in own region	<p>2.1 Outline current, relevant legislation that relates to consent and sexual activity</p> <p>2.2 Analyse key principles in relation to consent and sexual activity</p>
3. Understand sexual health and wellbeing	<p>3.1 Explain the key features of a healthy relationship and how these relate to an individual's overall wellbeing</p> <p>3.2 Describe factors that may lead to high risk or unwanted sexual activity</p> <p>3.3 Describe at least three sexually transmitted infections (STIs) and their possible effects on an individual's health and wellbeing</p> <p>3.4 Describe possible effects on an individual's health and wellbeing due to unwanted pregnancy</p>
4. Know how to provide help and support to individuals in relation to their sexual health and wellbeing	<p>4.1 Explain how to promote an environment and culture where individuals are empowered to express their sexuality and feel safe to discuss relationships</p> <p>4.2 Describe risk assessment processes that may be used in relation to an individual's sexual health and wellbeing and why these should be regularly reviewed</p> <p>4.3 Identify barriers to changing behaviour with regard to sexual health and wellbeing and ways in which these can be overcome</p> <p>4.4 Summarise the services provided by at least two local organisations relevant to sexual health and wellbeing, and how they may be accessed</p>

Range
1. Understand human sexuality and its development
1.1 Sexual orientation and gender identity:
Diverse and personal to everyone. People's understanding or experience of their sexuality and gender identity may change or evolve over time.
2. Understand the legal framework in relation to consent and sexual activity, in own region



Range

2.1 Legislation must include:

- The Sexual Offences (Northern Ireland) Order 2008

2.2 Consent:

- key principles of consent and sexual activity may include:
 - capacity
 - communication
 - age
 - voluntary agreement
 - informed choice
 - ongoing and mutual consent
 - right to withdraw at any time

3. Understand sexual health and wellbeing

3.1 Key features of a healthy relationship may include:

- honesty
- trust
- respect
- open communication
- shared expectations
- physical and emotional safety
- support for individuality

3.2 Factors may include:

- peer pressure or coercion
- lack of confidence or low self-esteem
- desire for acceptance or love
- influence of alcohol or drugs
- lack of communication
- lack of understanding about consent
- power imbalance or control
- emotional vulnerability
- limited awareness of risks
- misleading information or myths
- age and maturity
- social media and online influences

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2, 3 and 4:

**Delivery and assessment guidance**

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SCDHSC3112 Support individuals to manage their own health and social wellbeing
- SCDHSC0234 Uphold the rights of individuals

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**Unit 11 Understand mental health (A/651/8124)**

Unit summary				
The aim of this unit is to enable learners to understand what is meant by mental health and wellbeing, factors that can impact and strategies to support individuals' mental health and wellbeing.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand different models of mental health	<p>1.1 Summarise the main types of mental ill health according to the International Classification for Diseases (ICD) and the Diagnostic and Statistical Manual (DSM) classification systems</p> <p>1.2 Critically compare at least two models of mental health</p> <p>1.3 Explain the differences between clinical recovery and personal recovery</p>
2. Understand factors that influence mental health and wellbeing across the lifespan	<p>2.1 Summarise a range of factors that may influence mental health and wellbeing across the life span</p> <p>2.2 Distinguish between risk factors and protective factors relating to mental health and wellbeing</p> <p>2.3 Explain ways in which individuals may experience stigma and discrimination based on their mental ill-health</p> <p>2.4 Explain the effects an individual's mental ill-health may have on others</p>
3. Understand how mental health and wellbeing may be promoted	<p>3.1 Distinguish between peer support, self-help and advocacy</p> <p>3.2 Analyse ways an individual may promote their own mental health and wellbeing</p> <p>3.3 Describe ways a health and social care worker may support an individual to promote their mental health and wellbeing</p>

Range
2. Understand factors that influence mental health and wellbeing across the lifespan
2.1 Factors may include:
<ul style="list-style-type: none"> • biological • social • psychological • emotional • genetic • behavioural • environmental • financial
2.2 Risk factors may include:
<ul style="list-style-type: none"> • experiences of inequalities or discrimination

**Range**

- difficult relationships (such as early life factors, abuse and trauma)
- financial struggles
- substance misuse
- major life changes
- social media and technology

2.2 Protective factors may include:

- a strong support network
- good physical health
- coping skills
- physical safety

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHMH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs
- SCDHSC0234 Uphold the rights of individuals



Unit 12 Understand dementia (D/651/8125)



Unit summary				
This unit will enable the learner to understand dementia and how individuals may experience it.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand dementia	<p>1.1 Explain what is meant by the term dementia</p> <p>1.2 Summarise at least three types of dementia and their likely signs/symptoms</p> <p>1.3 Clarify what is meant by 'young onset' dementia</p> <p>1.4 Explain the possible impact of receiving a diagnosis of dementia on:</p> <ul style="list-style-type: none"> an individual their family and/or significant others <p>1.5 Outline the stages of dementia</p> <p>1.6 Describe other factors that can cause changes or fluctuations in an individual's condition, that may not be attributable to dementia</p>
2. Understand the importance of positive interactions and communications with individuals with dementia	<p>2.1 Summarise ways in which dementia can affect how an individual</p> <ul style="list-style-type: none"> communicates and uses language follows and participates in a conversation <p>2.2 Analyse the importance of non-verbal communication when supporting an individual with dementia</p> <p>2.3 Describe ways to encourage an individual with dementia to communicate</p> <p>2.4 Explain ways to use aspects of the physical environment to enable positive interactions for an individual with dementia</p>
3. Understand the importance of holistic support for individuals with dementia	<p>3.1 Describe ways to support individuals with dementia to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect</p> <p>3.2 Analyse the importance of life review work for understanding behaviours of concern</p> <p>3.3 Explain the importance of continually reviewing and adapting approaches and support for an individual and their family/significant others, as dementia progresses</p>

Range
1. Understand dementia
1.5 Stages may include:
<ul style="list-style-type: none"> early, middle and late stages of dementia
1.6 Other factors may include:
<ul style="list-style-type: none"> co-existing medical conditions medication side effects

**Range**

- lifestyle choices
- environmental exposure
- loneliness
- unfamiliar surroundings

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHOP1 Communicate with older people and their carers
- SCDHSC0234 Uphold the rights of individuals



Unit 13 Understand the nature and impact of acquired brain injury (F/651/8126)



Unit summary				
This unit will enable the learner to understand the nature and impact of acquired brain injury.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand types and causes of acquired brain injury	1.1 Explain what is meant by acquired brain injury 1.2 Describe causes of acquired brain injury 1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
2. Understand the impact on individuals and others of acquired brain injury	2.1 Explain the possible initial effects of acquired brain injury on an individual and significant others 2.2 Summarise a model of loss and grief 2.3 Explain the potential long-term impact of acquired brain injury on an individual and significant others
3. Understand the specialist communication needs of an individual with an acquired brain injury	3.1 Outline each of the following and their effects on communication: <ul style="list-style-type: none">• dysphasia• dysarthria• aphasia 3.2 Explain the importance of a person-centred approach to supporting communication for an individual with acquired brain injury 3.3 Analyse a range of intervention strategies and assistive tools that may support communication for individuals with acquired brain injury
4. Understand the importance of holistic support for individuals with acquired brain injury	4.1 Describe ways to support an individual with acquired brain injury to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect 4.2 Explain the importance of continually reviewing and adapting approaches and support for an individual with acquired brain injury

Range
2. Understand the impact on individuals and others of acquired brain injury
2.3 Long-term impact may include:
<ul style="list-style-type: none"> • physical • functional • cognitive • behavioural • emotional • socio-economic • relational
3. Understand the specialist communication needs of an individual with an acquired brain injury

**Range****3.3 Intervention strategies and assistive tools** may include:

- speech and language therapy
- adapted verbal or non-verbal communication
- use of low tech or high-tech systems:
 - writing
 - pictures
 - talking mats
 - alphabet boards
 - texting with a mobile device or use of computer aided technology

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2, 3 and 4:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHCHS69 Support individuals with long term conditions to optimise their physical functions



Unit 14 Understand physical disability (H/651/8127)



Unit summary				
This unit will enable the learner to understand physical disability, barriers experienced and the potential impact of a physical disability on a person's life.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand physical disability	<p>1.1 Define the term physical disability</p> <p>1.2 Explain and provide an example of each term when used in relation to physical disability:</p> <ul style="list-style-type: none"> congenital acquired neurological progressive <p>1.3 Compare and contrast the impact that a congenital or an acquired physical disability may have on an individual</p>
2. Understand the impact of living with a physical disability within society	<p>2.1 Summarise barriers that may limit participation in everyday life for an individual with a physical disability</p> <p>2.2 Describe the potential effects of the barriers identified in AC2.1 on the life choices of an individual with a physical disability</p> <p>2.3 Evaluate the extent to which improvements have occurred for individuals with a physical disability as a result of legislative changes</p>
3. Understand the importance of holistic support	<p>3.1 Explain the importance of recognising the individual rather than solely treating their disability</p> <p>3.2 Describe ways to build empowerment and active participation into everyday support of individuals with a physical disability</p> <p>3.3 Compare the differences in outcomes for an individual when focusing on their strengths and aspirations rather than solely on their needs</p>

Range
2. Understand the impact of living with a physical disability within society
2.1 Barriers may include:
<ul style="list-style-type: none"> environmental or physical barriers attitudinal barriers systemic or organisational barriers social barriers psychological barriers

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Health assessment principles.

**Delivery and assessment guidance**

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHCHS69 Support individuals with long term conditions to optimise their physical functions



Unit 15 Understand person-centred approaches to supporting older people (J/651/8128)



Unit summary				
The aim of this unit is to enable learners to understand the experience of older age, factors that can impact and strategies to support individuals.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the experience of older age in a regional context	<p>1.1 Summarise demographic changes in relation to society's ageing population in own region</p> <p>1.2 Analyse the potential impact on older people of factors associated with ageing, including:</p> <ul style="list-style-type: none"> physical emotional social cognitive environmental financial or economic <p>1.3 Explain how societal attitudes and behaviours may impact on older people</p>
2. Understand how to promote independence, positive sense of identity and inclusion of older people	<p>2.1 Explain how a positive approach to ageing may contribute to the health and wellbeing of older people</p> <p>2.2 Describe strategies that may be used to challenge stereotypes and discriminatory attitudes towards older people</p> <p>2.3 Describe using examples, ways to support older people's:</p> <ul style="list-style-type: none"> independence positive sense of identity inclusion <p>2.4 Evaluate the role of technology and digital solutions in supporting older people's social inclusion and access to services</p>

Range
1. Understand the experience of older age in a regional context
1.1 Demographic changes may include:
<ul style="list-style-type: none"> statistical evidence (such as census updates or other Northern Ireland Statistics and Research Agency (NISRA) publications)
1.3 Societal attitudes may include:
<ul style="list-style-type: none"> stigma unconscious bias

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHOP1 Communicate with older people and their carers
- SFHOP12 Enable older people to cope with changes to their health and wellbeing



Unit 16 Understand personalisation through self-directed support (K/651/8129)



Unit summary				
This unit will enable the learner to understand personalisation through self-directed support in the context of social care.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand self-directed support within social care	1.1 Define the term personalisation as it applies within social care 1.2 Explain the meaning and scope of self-directed support within social care 1.3 Identify legislation and policy associated with self-directed support 1.4 Analyse how self-directed support promotes choice, control and independence for individuals
2. Understand how self-directed support is implemented in your own region	2.1 Describe the self-directed support process, including assessment, resource allocation, support planning, implementation and review 2.2 Describe potential barriers to availing of self-directed support and how these may be overcome 2.3 Explain the impact that self-directed support may have on the process of commissioning social care
3. Understand challenges that may arise with self-directed support and sources of information and advice	3.1 Use examples to describe practical difficulties that may arise in relation to the use of self-directed support 3.2 Explain dilemmas that may arise between duty of care and an individual's rights in the context of self-directed support 3.3 Identify sources of information and advice in relation to self-directed support

Range
1. Understand self-directed support within social care
1.2 Self-directed support must include:
<ul style="list-style-type: none"> • direct payments • managed budget • services arranged by the Health and Social Care Trust (HSCT) for the individual
A mix of two or more of these options can be used together to meet individual needs.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

**Delivery and assessment guidance**

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SCDHSC0346 Support individuals to manage direct payments



Unit 17 Understand sensory loss (R/651/8130)



Unit summary				
This unit will enable the learner to understand sensory loss, causes, conditions and impact.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the causes, conditions and indicators of sensory loss	1.1 Identify causes of sensory loss 1.2 Explain what is meant by: <ul style="list-style-type: none"> congenital sensory loss acquired sensory loss 1.3 Summarise the indicators and signs of: <ul style="list-style-type: none"> sight loss hearing loss deaf blindness 1.4 Explain actions to take if there are concerns about onset of sensory loss or changes in sensory status
2. Understand the impact on individuals with sensory loss	2.1 Analyse ways in which a range of factors may impact on an individual with sensory loss 2.2 Summarise a model of loss and grief 2.3 Describe sources of support for those who may be experiencing onset of sensory loss
3. Understand specialist communication needs of an individual with sensory loss	3.1 Explain the importance of a person-centred approach to supporting communication for an individual with sensory loss 3.2 Analyse a range of intervention strategies and assistive tools that may support communication for individuals with sensory loss
4. Understand the importance of holistic support for individuals with sensory loss	4.1 Describe ways to support an individual with sensory loss to engage in a valued range of meaningful activities in ways that promote independence, dignity and respect 4.2 Explain the importance of continually reviewing and adapting approaches and support for an individual with sensory loss

Range
2. Understand the impact on individuals with sensory loss
2.1 Range of factors may include:
<ul style="list-style-type: none"> social factors psychological factors physical factors environmental factors economic factors
3. Understand specialist communication needs of an individual with sensory loss
3.2 Intervention strategies and assistive tools may include:

**Range**

- speech and language therapy
- adapted verbal or non-verbal communication
- use of low tech or high-tech systems:
 - writing
 - pictures
 - talking mats
 - braille
 - large print
 - signing
 - hearing aids
 - cochlear implants
 - amplified devices
 - texting with a mobile device or use of computer aided technology

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2, 3 and 4:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHCHS69 Support individuals with long-term conditions to optimise their physical functions
- SCDHSC0234 Uphold the rights of individuals
- SCDHSC0233 Develop effective relationships with individuals



Unit 18 Understand how to provide support in end of life care (J/651/8182)



Unit summary				
This unit will enable the learner to understand the nature of support for individuals and significant others in end of life care.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legal requirements and current approaches to end of life care	1.1 Explain what is meant by end of life care 1.2 Summarise the legal requirements to protect the rights of individuals in end of life care in your own region 1.3 Analyse the impact of national and local drivers on current approaches to end of life care
2. Understand factors affecting end of life care	2.1 Summarise a model of loss and grief 2.2 Analyse the importance of a person-centred approach to end of life care, including the significance of the history, beliefs and culture of individuals and significant others
3. Understand advance care planning in relation to end of life care	3.1 Explain the purpose of advance care planning in relation to end of life care 3.2 Explain the importance of supporting and recording decisions about advance care planning 3.3 Summarise issues that may arise in relation to advance care planning
4. Understand how to support individuals and significant others during end of life care	4.1 Explain the importance of supporting an individual and significant others to explore their thoughts and feelings about death and dying 4.2 Describe ways to support an individual to feel respected and valued during end of life care 4.3 Describe, using examples, how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none">the environmentuse of equipment and aidsa range of therapies 4.4 Explain why it is important to know about an individual's wishes for their after-death care

Range
1. Understand the legal requirements and current approaches to end of life care
1.1 End of life care:
May or may not include palliative care.
1.3 Drivers may include:
• policy



Range
<ul style="list-style-type: none"> • economic or political interests • beliefs • religion • culture
2. Understand factors affecting end of life care
2.2 Person-centred approach:
A holistic perspective, beyond a focus on the terminal diagnosis.
3. Understand advance care planning in relation to end of life care
3.3 Issues may include:
<ul style="list-style-type: none"> • legal • ethical • relationship-based
4. Understand how to support individuals and significant others during end of life care
4.3 Range of therapies may include:
<ul style="list-style-type: none"> • alternative therapies • complimentary therapies • talking therapies

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LOs 1, 2, 3 and 4:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> • SCDHSC0385 Support individuals at the end of life



Unit 19 Understand substance use and referring individuals to specialists (T/651/8131)



Unit summary

This unit will enable the learner to understand how to recognise signs which may indicate that someone may be using substances and how to refer individuals with indications of substance use to relevant services.

Assessment

This unit is internally assessed.

Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand substances that may be used and the possible indications of misuse	<p>1.1 Summarise the range of substances which may be used and their effects including:</p> <ul style="list-style-type: none"> illegal drugs prescription drugs over the counter drugs alcohol solvents <p>1.2 Summarise possible indications of substance use including:</p> <ul style="list-style-type: none"> physical behavioural social emotional <p>1.3 Analyse factors that increase individuals' likelihood of using substances, including:</p> <ul style="list-style-type: none"> age gender economic status emotional wellbeing
2. Understand how to assess and monitor risk	<p>2.1 Describe risk assessment processes in relation to individuals and others, associated with substance use, in accordance with agreed ways of working</p> <p>2.2 Explain why risk assessments associated with substance use, should be regularly reviewed</p> <p>2.3 Summarise actions that may be required in response to changes to individuals' situations and levels of risk</p>
3. Understand how to refer individuals to appropriate services and how to seek specialist assistance	<p>3.1 Describe the services of two local and two national organisations relevant to substance use and how they may be accessed</p> <p>3.2 Explain how to refer individuals to services identified in AC3.1 in line with organisational requirements</p> <p>3.3 Describe potential tensions between maintaining confidentiality and providing accurate information when making a referral to another service</p> <p>3.4 Describe examples of and ways to obtain specialist non-substance use assistance when required, as part of the support for individuals</p>



Range

1. Understand substances that may be used and the possible indications of misuse

1.2 Possible indications of substance use may include:

- changes in peer groups
- deterioration in family relationships
- changes in activities and interests
- social withdrawal
- financial issues
- deterioration in work or academic performance
- encounters with law enforcement services

3. Understand how to refer individuals to appropriate services and how to seek specialist assistance

3.4 Specialist non-substance use assistance may include:

- health-related clinics and services:
 - dentistry
 - jobs and benefits services
 - housing services
 - legal services

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SFHAA1 Recognise indications of substance misuse and refer individuals to specialists
- SFHAB2 Support individuals who misuse substances
- SFHAI3 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances



Unit 20 Understand homelessness (Y/651/8132)



Unit summary				
This unit will enable the learner to understand homelessness, including contributory factors, its impact on individuals and support services available.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the nature of homelessness	<p>1.1 Define what is meant by homelessness including statutory and non-statutory categories as recognised in your own region</p> <p>1.2 Summarise key legislation and statutory responsibilities that relate to homelessness in your own region</p> <p>1.3 Explain systems and processes within your own organisation to support individuals experiencing, or at risk of, homelessness</p>
2. Understand factors that can contribute to individuals becoming homeless	<p>2.1 Describe personal or individual factors that can contribute to an individual becoming homeless</p> <p>2.2 Describe societal factors that can contribute to homelessness</p> <p>2.3 Analyse reasons why some groups of individuals are more at risk of becoming homeless</p>
3. Understand the possible impact of becoming homeless	<p>3.1 Describe the potential effects of homelessness on individuals, including:</p> <ul style="list-style-type: none"> physical health and wellbeing emotional health and wellbeing mental health and wellbeing <p>3.2 Outline the social implications of homelessness</p>
4. Understand accommodation services and preventive measures to support individuals who are homeless or at risk of homelessness	<p>4.1 Summarise the accommodation services available for people who are homeless or threatened with homelessness in your own region</p> <p>4.2 Describe strategies used by organisations to prevent homelessness</p>

Range
2. Understand factors that can contribute to individuals becoming homeless
2.1 Personal or individual factors may include:
<ul style="list-style-type: none"> addiction issues unemployment debt mental health issues relationship breakdown migration
2.2 Societal factors may include:



Range
<ul style="list-style-type: none"> • economic challenges • housing shortages • systemic inequalities • discrimination
2.3 Groups of individuals are more at risk may include:
<ul style="list-style-type: none"> • those experiencing systemic disadvantage (for example, discrimination, poverty, or marginalisation) • those with unstable histories or life events (for example, leaving care, prison, or the armed forces) • those with health or vulnerability issues (for example, mental health conditions or chronic illness) • those with unstable living situations (for example, escaping a violent or abusive relationship, or homelessness)
3. Understand the possible impact of becoming homeless
3.2 Social implications may include:
<ul style="list-style-type: none"> • stigma • isolation • barriers to employment and education
4. Understand accommodation services and preventive measures to support individuals who are homeless or at risk of homelessness
4.2 Strategies may include:
<ul style="list-style-type: none"> • early intervention programmes • family mediation • financial assistance schemes and targeted help • benefits advice • tenancy support services • increased supply of affordable homes
Delivery and assessment guidance
<p>This unit must be assessed in line with the Asset Skills assessment principles.</p> <p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method or methods for LOs 1, 2, 3 and 4:</p> <ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • ASTH327L Provide support to customers to reduce the risk of homelessness



Unit 21 Understand reablement in health and social care services (A/651/8133)



Unit summary				
This unit will enable the learner to understand the nature of reablement and its implementation in service provision.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand reablement	1.1 Explain what is meant by the term reablement 1.2 Describe the principles of reablement and the potential benefits for individuals and their families or carers 1.3 Explain how reablement differs from longer-term service provision, in relation to outcomes-focused goals
2. Understand reablement service provision in health and social care	2.1 Describe reablement services available for individuals whose physical independence is restricted by their health or wellbeing, in own region 2.2 Analyse the role of multi-disciplinary team working in supporting reablement provision 2.3 Outline challenges that may arise when providing reablement services to individuals
3. Understand resources and techniques to support reablement	3.1 Outline a range of activities that may be the focus of reablement support for individuals 3.2 Analyse potential barriers to engaging in reablement activities 3.3 Describe how equipment and assistive technology can support reablement for individuals 3.4 Outline techniques and skills used to support individuals during reablement 3.5 Explain when and how to seek support from others in relation to reablement support for individuals

Range
1. Understand reablement
1.2 Principles of reablement may include:
<ul style="list-style-type: none"> • independence • empowerment • choice and control • person-centred
3. Understand resources and techniques to support reablement
3.1 Range of activities may include:
<ul style="list-style-type: none"> • mobility • making food and drinks • medication



Range

- personal care
- housework
- shopping
- maintaining contact with others

3.2 Potential barriers may include:

- fear
- loss of confidence
- loss of control
- embarrassment
- lack of insight (for example, not recognising the need for support)
- jargon used by professionals
- passivity
- post-hospital institutionalisation

3.4 Techniques and skills may include:

- observation
- practising
- pacing
- monitoring
- effective communication

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Relationship to National Occupational Standards (NOS):

- SCDHSC0025 Contribute to implementation of care or support plan activities
- SCDHSC3112 Support individuals to manage their own health and social wellbeing
- SCDHSC0027 Support individuals in their daily living



Unit 22 Infection prevention and control in health and social care (D/651/8143)

Unit summary				
This unit will enable the learner to understand and demonstrate knowledge and skills in implementing infection prevention and control in health and social care.				
Assessment				
Optional	Achieved/not yet achieved	Level 2	2 credits	12 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand your own role in the prevention and control of the spread of infection	1.1 Describe the main types of infection and ways in which they may be spread within the work setting 1.2 Describe actions that should be taken to reduce the risks of infection to individuals and others 1.3 Outline your own role and responsibilities in identifying, or acting upon the identification, of an outbreak or spread of infection 1.4 Describe your own responsibilities for ensuring the appropriate level of cleaning of environments and equipment
2. Be able to undertake your responsibilities to prevent and control the spread of infection in the work setting	2.1 Demonstrate appropriate use of personal protective equipment (PPE) in a range of situations and in accordance with agreed ways of working 2.2 Perform hand hygiene using recommended techniques and appropriate products 2.3 Demonstrate appropriate level of cleaning of environments and equipment, in accordance with own role responsibilities and agreed ways of working

Range
2. Be able to undertake your responsibilities to prevent and control the spread of infection in the work setting
2.1 Appropriate use of PPE:
Includes appropriate sequencing and disposal.

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Health assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LO1:
<ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records

**Delivery and assessment guidance**

Primary assessment method or methods for LO2:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments
- SFHIPC6 Use personal protective equipment to prevent the spread of infection



Unit 23 Supporting individuals to participate in group activity provision in health and social care (D/651/8152)

Unit summary				
This unit will enable the learner to prepare, implement and review group activity provision in agreement with individuals in health and social care.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of group activity provision in health and social care	<p>1.1 Describe the range and purposes of group activities offered to individuals in your work context</p> <p>1.2 Analyse the benefits of group activity provision for individuals in your work context</p> <p>1.3 Outline resource considerations and their implications when providing group activities in your work context</p>
2. Be able to prepare for a group activity in health and social care	<p>2.1 Agree the purpose of a group activity with individuals and others, in accordance with individuals' needs and preferences</p> <p>2.2 Carry out preparatory checks using risk assessments associated with the individuals and the activity</p> <p>2.3 Prepare the environment and resources ensuring:</p> <ul style="list-style-type: none"> adequate space risks are minimised inclusion and cultural sensitivity have been considered
3. Be able to implement a group activity in health and social care	<p>3.1 Carry out the planned group activity in accordance with your own role and agreed ways of working</p> <p>3.2 Ensure that resources and materials are used safely and appropriately</p> <p>3.3 Support individuals during the group activity to engage at their chosen level of participation</p> <p>3.4 Give direction, praise and reassurance to individuals during the group activity, ensuring an inclusive and person-centred approach</p> <p>3.5 Demonstrate how to bring the group activity to a safe and timely end</p>
4. Be able to monitor and record the group activity and the support provided to individuals when engaging in the group activity in health and social care	<p>4.1 Monitor individuals throughout the group activity and make adjustments as required</p> <p>4.2 Seek feedback from individuals at the end of the group activity</p> <p>4.3 Record individuals' engagement in the group activity and the support provided, in accordance with agreed ways of working</p> <p>4.4 Reflect on your own role and the support provided to individuals when planning and implementing a group activity and identify possible areas for improvement</p>

Range
1. Understand the role of group activity provision in health and social care
1.1 Purposes may include:

**Range**

- physical
- social
- therapeutic
- skills development

1.3 Resource may include:

- staffing
- space or venue
- costs
- materials

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0394 Contribute to the provision of support groups
- SCDHSC0429 Work with groups to promote individual growth, development and independence



Unit 24 Supporting individuals with personal care in accordance with their care plan (F/651/8153)

Unit summary				
This unit will enable the learner to understand how to support individuals with personal care in accordance with their care plan and care values.				
Assessment				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to minimise risk before supporting an individual with personal care	<p>1.1 Carry out preparatory checks using the individual's</p> <ul style="list-style-type: none"> • care plan • risk assessment <p>1.2 Demonstrate how to identify any immediate risks to the individual</p> <p>1.3 Describe the actions to take in relation to risks identified in AC1.2</p> <p>1.4 Describe the actions to take if the individual's wishes conflict with their care plan</p> <p>1.5 Prepare the environment and resources ensuring:</p> <ul style="list-style-type: none"> • adequate space • potential hazards are removed <p>1.6 Apply standard precautions for infection control</p>
2. Be able to provide support for personal care safely	<p>2.1 Demonstrate the use of appropriate communication methods and skills during the activity</p> <p>2.2 Support the individual in accordance with their care plan and agreed ways of working</p> <p>2.3 Support an individual in ways that maintain their comfort, respect their dignity and promote their active participation</p> <p>2.4 Demonstrate how to ensure safe disposal of waste materials</p>
3. Be able to monitor and record support for personal care	<p>3.1 Monitor the individual throughout the activity</p> <p>3.2 Explain ways to ensure that an individual can summon help, if required</p> <p>3.3 Record personal care functions as required by the individual's care plan</p> <p>3.4 Record an individual's personal care, in accordance with agreed ways of working</p>

Range
3. Be able to monitor and record support for personal care
3.3 Personal care functions may include:
<ul style="list-style-type: none"> • those associated with toileting • skin integrity • hair and nail care • oral hygiene • shaving

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS11 Undertake personal hygiene for individuals who require additional support to care for themselves
- SCDHSC0218 Support individuals with their personal care needs
- SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection



Unit 25 Moving and positioning individuals in accordance with their care plan (H/651/8154)

Unit summary				
This unit will enable the learner to understand how to move and position individuals; and in accordance with their care plan, move and position them safely, while promoting active participation in the process.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	4 credits	26 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand own responsibilities and accountability in relation to moving and positioning individuals	1.1 Identify policies, procedures, and guidelines in relation to moving and assisting individuals 1.2 Describe health and safety considerations in relation to moving and positioning individuals 1.3 Identify sources of information and support in relation to moving and positioning individuals 1.4 Describe ways to maintain dignity when moving and positioning individuals 1.5 Identify specific health conditions and ways in which they may impact on the moving and positioning of individuals
2. Be able to minimise risk before moving and positioning individuals	2.1 Carry out preparatory checks using the individual's: <ul style="list-style-type: none"> care plan risk assessment 2.2 Identify the aids and equipment that may be used for moving and positioning 2.3 Demonstrate how to identify any immediate risks to the individual 2.4 Describe the actions to take in relation to risks identified in AC2.3 2.5 Describe the actions to take if the individual's wishes conflict with their care plan 2.6 Prepare the environment ensuring: <ul style="list-style-type: none"> adequate space for the move potential hazards are removed 2.7 Apply standard precautions for infection control
3. Be able to move and position an individual	3.1 Demonstrate the use of appropriate communication methods and skills during the activity 3.2 Position the individual in accordance with their care plan 3.3 Demonstrate how to effectively encourage the individual's active participation in the activity 3.4 Monitor and observe the individual throughout the activity
4. Know how to recognise and report unsafe practices	4.1 Describe unsafe practices in moving and positioning that may affect the wellbeing of individuals 4.2 Explain actions to take in your role, in relation to unsafe practices in moving and positioning individuals

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 4:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2 and 3:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0223 Contribute to moving and positioning individuals
- SFHCHS6 Move and position individuals



Unit 26 Undertaking agreed pressure area care (J/651/8155)

Unit summary				
This unit will enable the learner to understand how to care for and maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
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 ulcers 1.2 Illustrate where the pressure sites of the body are located 1.3 Outline each of the stages of pressure ulcers 1.4 Summarise factors which might put an individual at risk of skin breakdown and pressure ulcers 1.5 Describe how incorrect handling and moving techniques can damage the skin 1.6 Describe a range of interventions that can reduce the risk of skin breakdown and pressure ulcers 1.7 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Summarise 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 and effective communication are 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 Verify the agreed care plan has been checked prior to undertaking the pressure area care 3.3 Describe concerns that may arise prior to undertaking the pressure area care as documented in the care plan and in accordance with own role and responsibilities 3.4 Summarise actions to take, in accordance with own role and responsibilities, when concerns arise prior to undertaking the pressure area care as documented in the care plan 3.5 Identify the pressure area risk assessment tools which are used in own work area 3.6 Describe why it is important to use appropriate and agreed risk assessment tools
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care	4.1 Identify the aids and equipment used to relieve pressure 4.2 Describe safe use of aids and equipment 4.3 Describe where current information and support can be obtained in relation to: <ul style="list-style-type: none"> • materials • equipment • resources



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to prepare to undertake pressure area care	<p>5.1 Prepare equipment and environment in accordance with health and safety guidelines and individual's care plan</p> <p>5.2 Demonstrate how to obtain valid consent from the individual for pressure area care</p>
6. Be able to undertake pressure area care	<p>6.1 Carry out pressure area care procedures in a way that:</p> <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains the safety of both the individual and carers • ensures the individual's comfort • promotes active participation • promotes partnership working <p>6.2 Apply standard precautions for infection prevention and control</p> <p>6.3 Carry out the pressure area care procedures without obstruction from bedding and clothing</p> <p>6.4 Move an individual using approved techniques and in accordance with the agreed care plan</p> <p>6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions</p> <p>6.6 Communicate effectively with the individual throughout the intervention</p> <p>6.7 Complete all records and documentation accurately and legibly</p>

Range
3. Be able to follow the agreed care plan
3.3 Concerns may include:
<ul style="list-style-type: none"> • changes in skin integrity: <ul style="list-style-type: none"> ◦ colour (purple, blue, red) ◦ temperature ◦ firmness ◦ moisture • the size and extent of an existing pressure sore • blisters over bony areas • changes in mobility • discomfort or pain

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
<p>Primary assessment method or methods for LOs 1, 2 and 4:</p> <ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records

**Delivery and assessment guidance**

Primary assessment method or methods for LOs 3, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS5 Undertake agreed pressure area care

DRAFT



Unit 27 Providing support to manage pain and discomfort (K/651/8156)

Unit summary				
This unit will enable the learner to understand and provide support to individuals to manage pain and discomfort in accordance with agreed ways of working.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand approaches to managing pain and discomfort	1.1 Describe the importance of a holistic approach to managing pain and discomfort 1.2 Describe at least three different approaches to alleviate pain and minimise discomfort 1.3 Summarise agreed ways of working that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an individual's holistic wellbeing and communication 2.2 Demonstrate how to encourage an individual to express their pain or discomfort 2.3 Describe how to recognise that an individual is in pain when they are not able to verbally communicate this 2.4 Demonstrate how to effectively support others to recognise when an individual is in pain or discomfort 2.5 Demonstrate how to carry out measures to alleviate pain and discomfort, in accordance with an individual's care plan, agreed ways of working and own job role and responsibilities 2.6 Demonstrate how to effectively assist an individual to be positioned safely and comfortably
3. Be able to monitor and record the support provided to an individual to manage pain and discomfort	3.1 Demonstrate how to monitor an individual while supporting them to manage pain and discomfort 3.2 Record an individual's use of agreed measures to alleviate pain and discomfort and the support provided, in accordance with agreed ways of working

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

**Delivery and assessment guidance**

Primary assessment method or methods for LOs 2 and 3:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0216 Help address the physical comfort needs of individuals
- SCDHSC0224 Monitor the condition of individuals

DRAFT



Unit 28 Supporting individuals who are distressed (L/651/8157)

Unit summary				
This unit will enable the learner to understand how to provide support to individuals through periods of distress in a range of settings.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand causes and effects of distress	1.1 Identify four common causes of distress 1.2 Summarise five possible signs that may indicate an individual is distressed 1.3 Describe how distress may affect the way an individual communicates 1.4 Describe how working with an individual who is distressed may impact on own wellbeing
2. Be able to prepare to support individuals who are experiencing distress	2.1 Describe how to access information and advice about supporting an individual through a time of distress 2.2 Identify signs of distress that would indicate the need for specialist intervention 2.3 Describe how to access specialist intervention 2.4 Summarise sources of support to manage own feelings when working with an individual who is distressed
3. Be able to support individuals through periods of distress	3.1 Demonstrate how to effectively communicate in empathic and reassuring ways which respects the individual's dignity, culture and beliefs 3.2 Use an appropriate strategy to support the alleviation of immediate distress 3.3 Adapt support as required in response to the individual's reactions 3.4 Describe why involving others may be beneficial in supporting an individual who is distressed
4. Be able to support individuals to reduce distress	4.1 Demonstrate how to effectively support an individual: <ul style="list-style-type: none"> to express their thoughts and feelings about troubling aspects of their life and others to identify triggers for distress and others to reduce triggers or alleviate causes of distress to reassess their usual ways of coping with distress
5. Be able to record and report on an individual's distress	5.1 Maintain accurate records relating to the individual's distress and the support provided in line with agreed ways of working 5.2 Report on periods of distress in line with agreed ways of working

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.



Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0226 Support individuals who are distressed
- SFHFMH15 Increase the individual's capacity to manage negative or distressing thoughts and emotional states



Unit 29 Supporting individuals with multiple conditions and/or disabilities (M/651/8158)

Unit summary				
This unit will enable the learner to support individuals with multiple conditions and/or disabilities to engage in activities.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Summarise possible multiple conditions and/or disabilities that individuals may have, in your work context 1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life 1.3 Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities
2. Understand your own role in supporting individuals with multiple conditions and/or disabilities	2.1 Explain own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities 2.2 Explain the steps to take when actions may be outside the scope of your own role and responsibilities
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Research the roles of at least three professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area 3.2 Summarise resources available to support the additional needs of individuals with multiple conditions and/or disabilities 3.3 Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4. Be able to assist an individual with multiple conditions and/or disabilities to engage in activities	4.1 Demonstrate how to appropriately support an individual to identify their needs and preferences 4.2 Identify resources that may be required to support an individual to engage in activities 4.3 Demonstrate how to appropriately support an individual to engage in activities that meet their needs and preferences 4.4 Demonstrate the use of appropriate communication methods and skills during the activities
5. Be able to monitor and record the activities and support provided to an individual when engaging in activities	5.1 Monitor an individual throughout the activities 5.2 Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working 5.3 Reflect on the support provided to an individual to engage in activities identifying possible areas for improvement

Range
3. Understand the support available for individuals with multiple conditions and/or disabilities
3.2 Resources may include:
• equipment



Range
<ul style="list-style-type: none">assistive technologiesspecialist services
4. Be able to assist an individual with multiple conditions and/or disabilities to engage in activities
4.2 Resources may include: <ul style="list-style-type: none">equipmentassistive technologiesspecialist services

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LOs 1, 2 and 3:
<ul style="list-style-type: none">written tasksquestion and answer session (audio/visual/written records)records of professional discussionobservation records
Primary assessment method or methods for LOs 4, and 5:
<ul style="list-style-type: none">direct observation of the learner in their work settingreview of work products and associated questioning
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none">SCDHSC0224 Monitor the condition of individuals



Unit 30 Supporting young people with a disability in transitioning to adulthood (R/651/8159)

Unit summary				
The unit will enable the learner to understand how to support young people with a disability to transition into adulthood.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the steps and stages of transitioning from childhood into adulthood	<p>1.1 Summarise physical, social and emotional changes which occur for young people as they transition into adulthood</p> <p>1.2 Explain the changes faced by young people as they transition from childhood into adulthood in relation to their freedoms, rights and responsibilities</p> <p>1.3 Explain how culture may impact on the process of transitioning from childhood into adulthood</p>
2. Understand how having a disability may affect the process of transitioning from childhood into adulthood	<p>2.1 Explain theories about change and how this can inform the development and progression of a young person with a disability</p> <p>2.2 Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families</p> <p>2.3 Summarise challenges young people with a disability might have in understanding and coping with change</p> <p>2.4 Summarise the methods that can be used to support a young person with a disability to cope with changes</p> <p>2.5 Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood</p> <p>2.6 Summarise the legislation that affects the right of a young person with a disability to make decisions about their own life</p>
3. Know how to support a young person who has a disability to make the transition into adulthood	<p>3.1 Explain how a young person with a disability has the same opportunities to make life choices as a young person without a disability</p> <p>3.2 Explain how to support a young person with a disability to explore the options available in relation to budgeting, employment or continued education and development</p>
4. Be able to support a young person with a disability through transition into adulthood	<p>4.1 Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process</p> <p>4.2 Demonstrate how to effectively support a young person to explore options for their future</p> <p>4.3 Use a person-centred approach and planning to support a young person with a disability to identify their needs and aspirations</p> <p>4.4 Use a person-centred approach to develop with the young person a plan to support them through transition</p>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<p>4.5 Demonstrate how to effectively support the involvement of families in the transition process for a young person with a disability while respecting the young person's wishes</p> <p>4.6 Summarise ways to access resources to meet needs of a young person with a disability</p> <p>4.7 Explain the role of key agencies and professionals likely to be involved in the transition process</p> <p>4.8 Summarise possible areas of tension and conflict that may arise during the transition into adulthood</p>
5. Be able to support a young person to reflect on their transition	<p>5.1 Use person-centred approaches with a young person with disabilities to review their transition plan to ensure the plan reflects their needs</p> <p>5.2 Demonstrate how to effectively support a young person to review their transition and document the outcomes of the plan in order to inform future development</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4, and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events
- SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence
- SCDHSC0382 Support individuals to manage change in their lives



Unit 31 Supporting parents with disabilities (A/651/8160)

Unit summary				
The unit will enable the learner to understand how to support parents with disabilities to have and bring up their children.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	6 credits	43 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be aware of the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	1.1 Summarise the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment 1.2 Explain the statutory responsibilities placed on organisations towards families and children who are in need
2. Understand the support required by parents with disabilities and their families	2.1 Explain the support provided by adult and child services to a family who may need help 2.2 Explain the ways in which independent advocates can play an important role in the support of parents with disabilities 2.3 Explain the benefits of providing support to families at the earliest stage possible
3. Be able to support parents with disabilities	3.1 Evaluate the needs, strengths and preferences of the parents and children to inform available support 3.2 Develop flexible support strategies to meet families' needs at the different stages of their children's development 3.3 Demonstrate how to implement and evaluate effective support strategies to meet families' needs
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1 Summarise the potential barriers that an individual with disabilities may face in becoming a parent and bringing up children 4.2 Compare and contrast the positive and negative implications for parents with disabilities of having their child assessed as being in need 4.3 Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities 4.4 Demonstrate how to effectively support individuals with disabilities to overcome barriers to successful parenting 4.5 Use an appropriate strategy to promote an individual's self-determination and self-confidence in their role as parents 4.6 Demonstrate how to effectively support parents with one or more of the following disabilities to access learning programmes adapted to their learning needs and circumstances: <ul style="list-style-type: none"> learning communication sensory disabilities



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to develop positive working relationships with parents with disabilities	<p>5.1 Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have</p> <p>5.2 Use evidence-based approaches in developing positive relationships with parents with disabilities</p>
6. Be able to work in partnership with other workers, different services and informal support networks to a range of support for parents with disabilities	<p>6.1 Plan how to involve relevant services to support either or both parents with disabilities and their children</p> <p>6.2 Demonstrate how to effectively support individuals access relevant services to support either or both parents with disabilities and their children</p> <p>6.3 Demonstrate ways of assisting the individual create, enhance and work with informal support networks</p>
7. Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child or children	<p>7.1 Explain own role and responsibilities in relation to safeguarding children</p> <p>7.2 Explain the action to take in response to any concerns regarding safeguarding children</p> <p>7.3 Explain the types of support the child may be individually entitled to</p>

Range
4. Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children
4.1 Barriers may include:
<ul style="list-style-type: none"> • prejudice and negative stereotypes • social exclusion <ul style="list-style-type: none"> ◦ poverty ◦ poor housing ◦ hate crime ◦ bullying and harassment ◦ lack of social networks • access to services and information
4.2 Positive and negative implications may include:
<ul style="list-style-type: none"> • positive implications: <ul style="list-style-type: none"> ◦ appropriate identification of needs (for example, their own and their child) ◦ support services provided ◦ psychological support ◦ improved outcomes for the child ◦ child safeguarding • negative implications: <ul style="list-style-type: none"> ◦ increased scrutiny ◦ risk of discrimination ◦ emotional or psychological impact ◦ impact on the parent-child relationship ◦ potential/actual legal measures being implemented (for example, child removal)

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 7:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0319 Support the families of children and young people in their own homes



Unit 32 Supporting individuals with specific communication needs (D/651/8161)

Unit summary				
This unit will enable the learner to develop their knowledge and skills to interact and use special methods or aids to promote communication with individuals with specific communication needs.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Be able to contribute to identifying the nature of specific communication needs of individuals and ways to address them, in accordance with their care plan	1.1 Work in partnership with an individual and others to identify an individual's specific communication needs 1.2 Identify the communication methods or aids that best suit the needs of an individual, in accordance with their care plan 1.3 Explain how and when to access sources of support for addressing specific communication needs
2. Be able to communicate with individuals with specific communication needs using their preferred form of communication	2.1 Prepare the environment to facilitate communication 2.2 Use agreed methods or aids for communicating with an individual with specific communication needs 2.3 Observe an individual's responses during the interaction
3. Know how to promote communication between individuals with specific communication needs and others	3.1 Summarise opportunities for an individual with specific communication needs to communicate with others 3.2 Explain how to support an individual to use communication methods or aids that will help them to understand others and be understood 3.3 Explain how to support others to understand and be understood when communicating with an individual with specific communication needs
4. Be able to monitor and record an individual's communication needs and the methods or aids used to address these	4.1 Monitor the effectiveness of agreed methods or aids for communicating when providing support 4.2 Record information about an individual's specific communication 4.3 Reflect on the effectiveness of your communication with an individual with specific communication needs, identifying possible areas for practice improvement

Range
2. Be able to communicate with individuals with specific communication needs using their preferred form of communication
2.2 Methods or aids may include:
<ul style="list-style-type: none"> the individual's preferred spoken language digital technology signing tactile signing or other non-verbal forms of communication (for example, Makaton, pictures, signage and writing)

**Range**

- human aids (for example, interpreter, finger speller, translator)
- objects of reference

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LO3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 1, 2 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0031 Promote effective communication
- SCDHSC0041 Maintain effective communication systems and practice
- SCDHSC0369 Support individuals with specific communication needs



Unit 33 Supporting individuals who are substance users (F/651/8162)

Unit summary				
This unit will enable learners to consider ways of supporting individuals who are substance users, including enabling them to adopt safe practices and supporting individuals' efforts to reduce or cease substance use.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the use of different substances	<p>1.1 Outline a range of substances, including:</p> <ul style="list-style-type: none"> street names by which they are known in own region ways in which they are used by individuals short-term effects long-term effects <p>1.2 Summarise key aspects of legislation, policies and guidelines on the use and storage of substances</p>
2. Be able to support individuals to adopt safe practices associated with substance use	<p>2.1 Explain three reasons why an individual may wish to adopt safe practices associated with substance use</p> <p>2.2 Demonstrate the use of appropriate communication methods and skills with an individual in relation to their substance use, in accordance with their needs, rights and agreed ways of working</p> <p>2.3 Demonstrate how to advise an individual on harm reduction strategies, in accordance with their needs, rights and agreed ways of working</p> <p>2.4 Demonstrate how to advise an individual on safe ways to dispose of hazardous materials and equipment associated with their substance use, in accordance with agreed ways of working</p>
3. Be able to support individuals who want to reduce or cease their substance use	<p>3.1 Explain reasons why an individual may wish to reduce or cease substance use</p> <p>3.2 Demonstrate how to appropriately support an individual to recognise possible effects and challenges that may arise when attempting to reduce or cease substance use</p> <p>3.3 Demonstrate how to support an individual to manage the effects of attempting to reduce or cease substance use, in accordance with their needs, rights and agreed ways of working</p> <p>3.4 Describe a range of local services to support an individual to reduce or cease substance use, including protocols for accessing services</p>
4. Be able to monitor and record the support provided to an individual who is a substance user	<p>4.1 Demonstrate how to monitor the individual while providing support</p> <p>4.2 Record an individual's engagement with the support provided, in accordance with agreed ways of working</p> <p>4.3 Reflect on the support provided to an individual, identifying possible areas for improvement</p>

Range
1. Understand the use of different substances
1.1 Short-term effects may include:



Range
<ul style="list-style-type: none"> • withdrawal (can begin soon after stopping use) • hangover • anxiety • paranoia • rapid heart rate
<p>1.1 Long-term effects may include:</p> <ul style="list-style-type: none"> • dependence • infection (for example, from sharing needles or weakened immunity) • mental illness (for example, substance-induced psychosis, depression) • infertility • kidney failure • liver damage • death (as an ultimate long-term consequence or overdose outcome)

Delivery and assessment guidance
<p>This unit must be assessed in line with the Skills for Health assessment principles.</p> <p>A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.</p> <p>Primary assessment method or methods for LO1:</p> <ul style="list-style-type: none"> • written tasks • question and answer session (audio/visual/written records) • records of professional discussion • observation records <p>Primary assessment method or methods for LOs 2, 3 and 4:</p> <ul style="list-style-type: none"> • direct observation of the learner in their work setting • review of work products and associated questioning <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHAA1 Recognise indications of substance misuse and refer individuals to specialists • SFHAB2 Support individuals who misuse substances • SFHAI3 Use recognised theoretical models to provide therapeutic support to groups of individuals who misuse substances



Unit 34 Supporting individuals to use medication in health and social care (H/651/8163)

Unit summary				
This unit will enable the learner to prepare for and provide support to individuals to use medication; to monitor and record in accordance with agreed ways of working.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care	1.1 Summarise legislation and agreed ways of working that govern the use of medication in your work context 1.2 Explain the legal classification system for medication
2. Know about common types of medication, their use and possible adverse reactions	2.1 Describe common types of prescribed medication used in social care settings, including: <ul style="list-style-type: none">the purpose and conditions for which it may be prescribedchanges to an individual's physical or mental wellbeing that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication	3.1 Explain the forms in which medication may be presented 3.2 Explain the routes of medication administration 3.3 Describe a range of aids/equipment that may be used to assist with medication
4. Be able to receive, store and dispose of medication supplies safely	4.1 Explain how to receive supplies of medication in line with your own role and agreed ways of working 4.2 Demonstrate how to store medication safely, in line with your own role and agreed ways of working 4.3 Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working
5. Be able to support an individual to use medication	5.1 Demonstrate how to appropriately access required information regarding an individual's medication 5.2 Demonstrate how to support an individual to use medication in accordance with their care plan and in ways that promote hygiene, safety, dignity and active participation
6. Be able to monitor and record the support provided to an individual to use medication	6.1 Demonstrate how to monitor an individual while supporting them to use medication 6.2 Explain actions to take if an individual displays an adverse reaction after their use of medication 6.3 Demonstrate how to seek feedback from an individual after supporting them to use medication 6.4 Record an individual's use of medication and the support provided, in accordance with agreed ways of working 6.5 Explain actions to take in the event of making or becoming aware of a medication error, in accordance with agreed ways of working



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	6.6 Reflect on your own role in supporting an individual to use medication and identify possible areas for improvement

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC3122 Support Individuals to use medication in social care settings



Unit 35 Administering medication to individuals in health and social care (J/651/8164)

Unit summary				
This unit will enable the learner to prepare for and administer medication to individuals; to monitor and record in accordance with agreed ways of working.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	5 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislative framework and agreed ways of working for the use of medication in health and social care	1.1 Summarise legislation and agreed ways of working that govern the use of medication in your work context 1.2 Explain the legal classification system for medication
2. Know about common types of medication, their use and possible adverse reactions	2.1 Describe common types of prescribed medication used in social care settings, including: <ul style="list-style-type: none">the purpose and conditions for which it may be prescribedchanges to an individual's physical or mental wellbeing that may indicate an adverse reaction to the medication
3. Understand the forms, routes and equipment associated with the use of medication	3.1 Explain the forms in which medication may be presented 3.2 Explain the routes of medication administration 3.3 Describe a range of aids/equipment that may be used to assist with medication
4. Be able to receive, store and dispose of medication supplies safely	4.1 Explain how to receive supplies of medication in line with your own role and agreed ways of working 4.2 Demonstrate how to store medication safely, in line with your own role and agreed ways of working 4.3 Explain how to dispose of unused or unwanted medication safely, in line with your own role and agreed ways of working
5. Be able to prepare to administer medication	5.1 Demonstrate how to appropriately access required information regarding an individual's medication 5.2 Apply standard precautions for infection control when preparing to administer medication 5.3 Verify the identity of an individual, obtain their consent and confirm their readiness for the administration of medication 5.4 Select, check and prepare medication in accordance with medication records and agreed ways of working 5.5 Explain ways to ensure the appropriate timing of administration of medication
6. Be able to administer medication safely	6.1 Demonstrate how to follow instruction requirements for administering the medication 6.2 Explain how to report any immediate issues with the administration of medication 6.3 Demonstrate how to safely administer the medication in accordance with medication records and agreed ways of working



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<p>6.4 Demonstrate how to support and reassure an individual during the administration of medication, in accordance with their care plan and in ways that:</p> <ul style="list-style-type: none"> minimise distress safeguard dignity promote active participation <p>6.5 Demonstrate how to effectively monitor the individual during the administration of medication</p> <p>6.6 Confirm that the individual has taken the medication</p> <p>6.7 Explain actions to take if an individual has an adverse reaction following the administration of medication</p>
7. Be able to record the administration of medication in accordance with legal requirements and agreed ways of working	<p>7.1 Demonstrate how to maintain the security of medication and related records throughout the process</p> <p>7.2 Complete required records following the administration of medication</p> <p>7.3 Demonstrate how to return medication and related records to the correct place for storage</p> <p>7.4 Explain actions to take in the event of making or becoming aware of an error in the administration of medication, in accordance with agreed ways of working</p> <p>7.5 Reflect on your own role in the administration of medication and identify possible areas for improvement</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4, 5, 6 and 7:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC3122 Support Individuals to use medication in social care settings



Unit 36 Contributing to awareness raising of health issues (K/651/8165)

Unit summary				
This unit will enable the learner to participate in teams to raise awareness of health issues in a range of settings.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	26 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors impacting on awareness-raising activities about health issues	1.1 Analyse reasons why it may be necessary to raise awareness of health issues 1.2 Compare and contrast the roles of three agencies or other bodies who may be involved in raising awareness of health issues 1.3 Summarise factors to consider when planning awareness-raising activities
2. Be able to recognise the need for raising awareness of health issues	2.1 Demonstrate how to access appropriate information and support about health issues and approaches to raising awareness 2.2 Evaluate with others health issues affecting individuals about which awareness needs to be raised 2.3 Review with others the demand for and interest in raising awareness of a given health issue
3. Be able to assist in planning activities to raise awareness of health issues	3.1 Contribute effectively to agreeing roles and responsibilities within team planning awareness-raising activities 3.2 Participate effectively within a team to plan a set of activities to raise awareness about a given health issue
4. Be able to contribute to implementing activities for raising awareness of health issues	4.1 Carry out role in AC3.1 to implement health awareness-raising activities 4.2 Demonstrate effective communication to enhance team working while implementing plan identified in AC3.2 4.3 Demonstrate how to effectively encourage individuals and others to provide feedback about awareness-raising activities
5. Be able to review the effectiveness of activities to raise awareness of health issues	5.1 Participate effectively with others to agree processes and criteria for reviewing the activities undertaken in AC4.1 5.2 Collate and present information in an appropriate format regarding activities undertaken in AC4.1 5.3 Participate effectively with others to review the effectiveness of the activities undertaken in AC4.1 using collated information and feedback from individuals and others 5.4 Make recommendations where appropriate for improvement to awareness-raising activities

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.



Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC3103 Contribute to raising awareness of health issues



Unit 37 Supporting individuals to maintain and develop skills for everyday life (L/651/8166)

Unit summary				
This unit will enable the learner to work with individuals to retain, regain or develop skills for everyday life.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the context of supporting skills for everyday life	<p>1.1 Summarise reasons why individuals may need support to retain, regain or develop skills for everyday life</p> <p>1.2 Explain how retaining, regaining or developing skills for everyday life can benefit individuals</p> <p>1.3 Describe a range of methods for retaining, regaining or developing skills for everyday life</p>
2. Be able to support individuals to plan for retaining, regaining or developing skills for everyday life	<p>2.1 Demonstrate how to effectively identify with an individual and others the support needed to retain, regain or develop skills for everyday life</p> <p>2.2 Demonstrate how to effectively gain agreement with an individual on a plan for retaining, regaining or developing skills for everyday life identified in AC2.1</p> <p>2.3 Discuss possible challenges that may arise when planning and identify ways to address them</p> <p>2.4 Demonstrate how to effectively support an individual to understand the plan and any processes, procedures or equipment required to implement and monitor it</p>
3. Be able to support individuals with activities to retain, regain or develop skills for everyday life	<p>3.1 Demonstrate how to effectively provide agreed support identified in AC2.1 to retain, regain or develop skills for everyday life, in a way that promotes active participation by the individual</p> <p>3.2 Demonstrate how to effectively provide encouragement and feedback to the individual during activities to develop or maintain their skills</p> <p>3.3 Summarise actions to take if an individual becomes distressed or is unable to continue with skills development activities</p>
4. Be able to monitor and record the support provided to individuals when engaging in activities is to retain, regain or develop skills for everyday life	<p>4.1 Monitor an individual throughout the activities and make adjustments as required</p> <p>4.2 Seek feedback from an individual at the end of the skills activities</p> <p>4.3 Record an individual's engagement in the activities and the support provided, in accordance with agreed ways of working</p> <p>4.4 Reflect on your own role and the support provided to an individual when planning and implementing support for retaining, regaining or developing skills for everyday life and identify possible areas for improvement</p>

**Delivery and assessment guidance**

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0027 Support individuals in their daily living



Unit 38 Supporting individuals to access and use services and facilities (M/651/8167)

Unit summary				
This unit will enable the learner to understand how to support individuals to select, use and review services and facilities in a range of settings.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors that influence individuals' access to services and facilities	<p>1.1 Explain how accessing services and facilities can be beneficial to an individual's wellbeing</p> <p>1.2 Summarise potential barriers that individuals may encounter in accessing services and facilities and how they may be overcome</p> <p>1.3 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation</p>
2. Be able to support individuals to select services and facilities	<p>2.1 Demonstrate how to effectively support an individual to identify appropriate services and facilities to meet their assessed needs and preferences</p> <p>2.2 Demonstrate how to effectively support an individual to select services and facilities that meet their assessed needs and preferences</p>
3. Be able to support individuals to access and use services and facilities to ensure rights and preferences are met	<p>3.1 Demonstrate how to support an individual to identify the resources and assistance required to access and use selected services and facilities</p> <p>3.2 Demonstrate how to support an individual to access and use services and facilities, in accordance with your own job role and responsibilities</p> <p>3.3 Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities</p>
4. Be able to monitor and record the support provided to individuals when accessing and using services and facilities	<p>4.1 Seek feedback from an individual after accessing and using services and facilities</p> <p>4.2 Record an individual's engagement while accessing and using services and facilities and the support provided, in accordance with agreed ways of working</p> <p>4.3 Reflect on your own role and the support provided to an individual when accessing and using services and facilities and identify possible areas for improvement</p>

Range
1. Understand factors that influence individuals' access to services and facilities
1.3 Information may include:
<ul style="list-style-type: none"> • misleading • inaccurate • discriminatory

**Range**

- inaccessible

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0329 Support individuals to plan, monitor and review the delivery of services



Unit 39 Supporting individuals in their relationships (R/651/8168)

Unit summary				
This unit will enable the learner to understand how to provide support for individuals to establish and maintain relationships and social networks in a range of settings.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand factors affecting the capacity of individuals to develop and maintain relationships	1.1 Summarise reasons why individuals may find it difficult to establish and maintain relationships 1.2 Summarise the main types of legal restrictions or requirements that may affect an individual's relationships 1.3 Explain how an individual's capacity to establish and maintain relationships may be affected by the way support is provided 1.4 Explain the importance of ensuring privacy and confidentiality when providing support for relationships
2. Be able to support individuals to identify beneficial relationships	2.1 Demonstrate how to effectively support an individual to understand the benefits of positive relationships 2.2 Demonstrate how to effectively support an individual to identify when a relationship may be detrimental, harmful and beneficial
3. Be able to support individuals to develop new relationships	3.1 Summarise support and information an individual may need in order to extend their social network 3.2 Demonstrate how to assist an individual develop a new relationship including: <ul style="list-style-type: none"> establishing type and level of support required providing agreed support and information encouraging ongoing participation
4. Be able to support individuals to maintain existing relationships	4.1 Summarise the support an individual may need in order to maintain an existing relationship with family or friends 4.2 Demonstrate how to establish with an individual the type and level of support in order to maintain the relationship identified in AC4.1 4.3 Demonstrate how to provide agreed support in order to maintain the relationship identified in AC4.1
5. Be able to work with individuals to evaluate the support provided for relationships	5.1 Demonstrate how to establish with an individual the criteria for evaluating how effective the support for a relationship has been 5.2 Demonstrate how to effectively work with an individual and others to review and revise the support provided 5.3 Report and record on outcomes of evaluation in line with agreed ways of working

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.



Delivery and assessment guidance

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0331 Support individuals to develop and maintain social networks and relationships
- SCDHSC03110 Promote effective relationships with individuals



Unit 40 Promoting positive behaviour (T/651/8169)

Unit summary				
The aim of this unit is to enable learners to work with individuals to promote positive behaviour and respond appropriately to behaviours of concern.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand behaviour as a means of expression	<p>1.1 Explain a range of factors that may impact on an individual's behaviour including:</p> <ul style="list-style-type: none"> environmental factors personal factors others <p>1.2 Explain what is meant by behaviour as a means of expression</p> <p>1.3 Analyse how behaviour may be perceived by others and the potential impact on an individual</p> <p>1.4 Explain the role of functional assessment in understanding an individual's behaviour</p>
2. Be able to promote positive behaviour	<p>2.1 Explain the importance of maintaining a person-centred approach when promoting positive behaviour for an individual</p> <p>2.2 Summarise own role and responsibilities in relation to positive behaviour support for an individual</p> <p>2.3 Demonstrate the use of agreed ways of working to minimise the likelihood of behaviours of concern</p> <p>2.4 Reinforce positive behaviour with an individual</p>
3. Be able to respond appropriately to behaviours of concern	<p>3.1 Summarise a range of behaviours of concern that may arise in your own work context</p> <p>3.2 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident where the individual has displayed behaviour of concern</p> <p>3.3 Respond to incidents in accordance with support plans and agreed ways of working, when an individual has displayed behaviour of concern</p>
4. Be able to provide support after an individual displayed behaviour of concern	<p>4.1 Demonstrate support provided to an individual after they displayed behaviour of concern</p> <p>4.2 Demonstrate accurate and factual recording in accordance with agreed ways of working, after an individual displayed behaviour of concern</p> <p>4.3 Demonstrate participation in post-incident support processes after an individual displayed behaviour of concern</p> <p>4.4 Reflect on your own role and the support provided to an individual in relation to their behaviours and identify possible areas for improvement</p>

Range
1. Understand behaviour as a means of expression



Range

1.1 Others may include:

- carers
- family
- peers
- advocates
- colleagues
- other professionals
- community services
- general public

1.4 Functional assessment may include:

- antecedent-behaviour-consequence (ABC) records
- patterns of behaviours
- identified triggers
- positive behaviour support (PBS) plan

2. Be able to promote positive behaviour

2.4 Reinforce positive behaviour may include:

- praise
- encouragement
- highlighting the positive behaviour
- rewards
- consistency

4. Be able to provide support after an individual displayed behaviour of concern

4.3 Post-incident support may include:

- debriefing
- shared learning
- investigation
- personal reflection
- supervision
- therapeutic supports

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) and Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

**Delivery and assessment guidance**

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0336 Promote positive behaviour
- SCDHSC0398 Support individuals with programmes to promote positive behaviour
- SFHMH27 Reinforce positive behavioural goals during relationships with individuals
- SFHGEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour

DRAFT



Unit 41 Preparing for and carrying out extended feeding techniques (D/651/8170)

Unit summary				
This unit will enable the learner to understand how to prepare for and carry out extended feeding techniques to ensure individuals maintain appropriate nutritional and fluid intake in a range of settings.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	27 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that impact on working practices related to extended feeding 1.2 Explain the importance of following specified extended feeding procedures
2. Understand anatomy and physiology in relation to extended feeding and importance of nutrition and fluids	2.1 Explain the anatomy and physiology of the gastrointestinal tract in relation to extended feeding 2.2 Summarise conditions when extended feeding methods are required 2.3 Explain the importance of fluid and maintaining nutritional balance to the health of individuals
3. Understand extended feeding techniques	3.1 Explain techniques for extended feeding 3.2 Summarise equipment and materials that may be used for extended feeding 3.3 Summarise ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences 3.4 Explain how to identify and deal with adverse reactions which may occur: <ul style="list-style-type: none"> • during procedures • following procedures
4. Be able to prepare for extended feeding	4.1 Prepare for extending feeding by confirming the following: <ul style="list-style-type: none"> • availability of adequate and relevant fluids and feeds • identity and valid consent of the individual • equipment and materials are appropriate to the procedure and fit for purpose 4.2 Position an individual to ensure safety and comfort to facilitate the method of extended feeding
5. Be able to carry out and complete extended feeding techniques	5.1 Attach and position feeding tubes correctly and securely that prevents discomfort and promotes the dignity of an individual 5.2 Carry out extended feeding safely according to the individual's plan of care 5.3 Observe the individual throughout the activity and respond to any adverse reactions 5.4 Assess the comfort of the individual following extended feeding making adjustments to improve comfort as required 5.5 Maintain appropriate communication with the individual during the extended feeding



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Be able to manage risks relating to extended feeding	<p>6.1 Summarise potential risks associated with extended feeding</p> <p>6.2 Explain potential sources and consequences of contamination related to extended feeding</p> <p>6.3 Explain why it is important to:</p> <ul style="list-style-type: none"> • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area <p>6.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure</p> <p>6.5 Dispose of the following in accordance with legislation and agreed ways of working:</p> <ul style="list-style-type: none"> • used equipment, materials and feeds • body fluids including those aspirated prior to feeding
7. Be able to maintain records and report on extended feeding	<p>7.1 Maintain accurate records</p> <p>7.2 Consult with others who may be involved in reviewing the nutritional and fluid intake of an individual</p> <p>7.3 Report any findings regarding the extended feeding process which may have an impact on the individual's care plan</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4, 5, 6 and 7:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS17 Carry out extended feeding techniques to ensure individuals nutritional and fluid intake



Unit 42 Undertaking physiological measurements (F/651/8171)

Unit summary				
This unit will enable the learner to understand how to take and record physiological measurements as part of the individual's care plan, including the knowledge and understanding of the importance of accurate measuring and recording.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Summarise current legislation, national guidelines, organisational policies and protocols that promote good working practices
2. Understand the importance, characteristics and measurement of physiological states	<p>2.1 Explain the characteristics of blood pressure including:</p> <ul style="list-style-type: none"> • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits • conditions of high or low blood pressure <p>2.2 Explain the characteristics of body temperature including:</p> <ul style="list-style-type: none"> • temperature maintenance • normal body temperature • pyrexia • hyper-pyrexia • hypothermia <p>2.3 Explain the characteristics of respiratory rates including:</p> <ul style="list-style-type: none"> • normal respiratory rates • factors affecting respiratory rates in ill and well individuals <p>2.4 Explain the characteristics of pulse rates including:</p> <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings <p>2.5 Explain the relationship between body mass index (BMI) and weight/dietary control</p> <p>2.6 Explain the importance of undertaking physiological measurements</p> <p>2.7 Explain the major factors that influence changes in physiological measurements</p> <p>2.8 Explain how physiological measurements may need to be adapted for the individual</p>
3. Be able to prepare to take physiological	3.1 Communicate effectively with an individual in order to explain what and why physiological measurements will be undertaken



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
measurements	<p>3.2 Demonstrate how to effectively reassure an individual during the physiological measurement process</p> <p>3.3 Demonstrate how to effectively answer questions and deal with concerns during the physiological measurement process</p> <p>3.4 Explain the assistance individuals may require prior to the physiological measurement process</p> <p>3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements</p> <p>3.6 Demonstrate how to effectively and appropriately prepare all materials and equipment to be used</p> <p>3.7 Confirm an individual's identity and obtain valid consent prior to the physiological measurement process</p>
4. Be able to undertake physiological measurements	<p>4.1 Apply the following standard precautions relevant to the procedure and environment:</p> <ul style="list-style-type: none"> infection prevention and control health and safety measures <p>4.2 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement for each of the following:</p> <ul style="list-style-type: none"> blood pressure body temperature respiratory rate pulse <p>4.3 Monitor the condition of the individual throughout the measurement</p> <p>4.4 Respond to any significant changes in the individual's condition</p> <p>4.5 Follow the agreed process when unable to obtain or read a physiological measurement</p> <p>4.6 Identify any issues outside own responsibility and refer these to other colleagues</p>
5. Be able to record and report results of physiological measurements	<p>5.1 Explain why it is important to accurately and legibly record physiological measurements</p> <p>5.2 Summarise three common conditions which require recording of physiological measurements</p> <p>5.3 Summarise the correct process for reporting measurements that fall outside the normal levels</p> <p>5.4 Record accurate physiological measurements using the correct documentation for each of the following:</p> <ul style="list-style-type: none"> blood pressure body temperature respiratory rate pulse

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.



Delivery and assessment guidance

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHC19 Undertake routine clinical measurements



Unit 43 Undertaking stoma care (H/651/8172)

Unit summary				
This unit will enable the learner to understand how to support individuals with a bowel/bladder stoma.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation national guidelines, policies, protocols and good practice related to stoma care	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which inform good practice when carrying out stoma care
2. Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1 Summarise three reasons why a stoma may be necessary 2.2 Illustrate the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy 2.3 Summarise the potential consequences of contamination of stoma drainage systems 2.4 Summarise the effects of diet and mobility on stoma function
3. Be able to prepare individuals for stoma care	3.1 Verify an individual's identity and gain valid consent prior to stoma care 3.2 Communicate information in a manner that is accessible and sensitive to the personal beliefs and preferences of an individual 3.3 Carry out preparatory checks according to an individual's care plan 3.4 Apply standard precautions for infection prevention and control following organisational policy and national guidelines 3.5 Apply health and safety measures relevant to the procedure and environment 3.6 Prepare equipment and materials for stoma care according to an individual's plan of care
4. Be able to carry out stoma care for individuals	4.1 Summarise factors which may affect the level of assistance required 4.2 Negotiate agreement in relation to the level of support required with an individual 4.3 Carry out stoma care in line with organisational policy and according to an individual's care plan 4.4 Explain actions to take if the prepared stoma care equipment appears to be inappropriate or unsuitable 4.5 Demonstrate how to effectively support individuals to select and consume food and drink which may help support effective stoma functioning
5. Be able to monitor and check individuals following stoma care	5.1 Monitor an individual's condition throughout stoma care procedures 5.2 Check for any adverse effects and potential complications related to stoma care procedures 5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<p>5.4 Record accurately the outcomes of stoma care activity and in line with organisational policies</p> <p>5.5 Identify when further support and advice may be needed and how it may be accessed</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection
- SFHCHS10 Undertake stoma care



Unit 44 Performing routine electrocardiograph (ECG) procedures (J/651/8173)

Unit summary				
This unit will enable the learner to understand how to record electrocardiograph (ECG) at rest and undertake ambulatory ECG procedures.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures</p> <p>1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines</p> <p>1.3 Explain own responsibilities in relation to reporting acts or omissions in care that could be detrimental to the outcome of the procedure</p>
2. Understand the purpose and functions of ECGs	<p>2.1 Explain the purpose of ECG procedures</p> <p>2.2 Summarise the type, common characteristics and set up requirements of recording devices used in ECG procedures</p> <p>2.3 Illustrate the structure and function of the heart</p> <p>2.4 Demonstrate how to identify a normal ECG and relate this to the conduction system of the heart</p> <p>2.5 Illustrate the correct positioning of electrodes for at rest and ambulatory procedures</p> <p>2.6 Explain why it is important to position electrodes correctly</p> <p>2.7 Explain what is meant by the term artefact in relation to ECG including potential sources and how they may be identified</p> <p>2.8 Summarise three steps that may be taken to reduce the impact of artefacts on an ECG reading</p>
3. Be able to prepare for routine ECG procedures	<p>3.1 Apply health and safety measures relevant to routine ECG procedures</p> <p>3.2 Apply standard precautions for infection control</p> <p>3.3 Verify an individual's identity, reason for referral and obtain valid consent prior to ECG procedure</p> <p>3.4 Verify an individual is fit to undergo the procedure</p> <p>3.5 Communicate the procedure effectively to an individual in an accessible way</p> <p>3.6 Summarise factors or special requirements, which may affect the test or test results</p> <p>3.7 Seek guidance where alternative arrangements are required to meet special requirements</p> <p>3.8 Demonstrate how to establish the suitability of the equipment for the procedure</p> <p>3.9 Prepare sites and position electrodes taking into account any special requirements that have been identified</p>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to carry out routine ECG procedures	<p>4.1 Check that an individual's privacy and dignity is maintained at all times</p> <p>4.2 Maintain constant observation of an individual throughout the procedure to ensure safety and wellbeing</p> <p>4.3 Communicate information in an accessible way that is sensitive to the personal beliefs and preferences of an individual</p> <p>4.4 Demonstrate how to effectively encourage an individual to relax and remain immobile throughout a resting ECG</p> <p>4.5 Summarise three reasons why an ambulatory ECG may need to be stopped</p> <p>4.6 Check an individual understands the need for recording signs and symptoms, throughout an ambulatory ECG</p> <p>4.7 Label documents and tracings accurately and in line with organisational policies</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS130 Perform routine electrocardiograph (ECG) procedures



Unit 45 Supporting individuals to manage dysphagia (K/651/8174)

Unit summary				
The aim of this unit is to enable learners to develop their knowledge and skills when supporting individuals to manage dysphagia, especially in relation to nutritional and fluid intake.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand dysphagia and its associated risks	<ul style="list-style-type: none"> 1.1 Define what is meant by dysphagia 1.2 Identify signs that could indicate <ul style="list-style-type: none"> • a swallowing difficulty • a change in a pre-existing swallowing difficulty 1.3 Identify risks associated with dysphagia 1.4 Outline health conditions often associated with dysphagia
2. Understand how to support individuals to manage dysphagia in line with local and national guidelines and good practice	<ul style="list-style-type: none"> 2.1 Outline the key aspects of each level of the International Dysphagia Diet Standardisation Initiative (IDDSI) framework 2.2 Describe safe swallowing procedures at mealtimes including: <ul style="list-style-type: none"> • positioning • alertness • textures • help 2.3 Describe reporting and recording responsibilities associated with own job role, in relation to dysphagia related incidents 2.4 Describe assessment documents for individuals that should be followed if an individual has swallowing difficulties
3. Be able to follow the care plan in relation to an individual's dysphagia	<ul style="list-style-type: none"> 3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> • care plan • agreed ways of working 3.2 Apply appropriate standard precautions for infection prevention and control 3.3 Prepare equipment and environment in accordance with health and safety and the individual's care plan
4. Be able to support an individual in managing their dysphagia	<ul style="list-style-type: none"> 4.1 Verify an individual's identity and gain valid consent for the activity 4.2 Demonstrate how to effectively assist an individual to be positioned safely and comfortably 4.3 Ensure that oral intake is in the consistency and appearance outlined in an individual's care plan and following regulatory and agreed ways of working 4.4 Support an individual's active participation as specified in the individual's care plan 4.5 Demonstrate how to communicate effectively with the individual throughout the activity
5. Be able to monitor and record the management	<ul style="list-style-type: none"> 5.1 Carry out required monitoring relating to the management of an individual's dysphagia during and after oral intake



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
of an individual's dysphagia	5.2 Update records regarding the support provided in accordance with agreed ways of working

Range

3. Be able to follow the care plan in relation to an individual's dysphagia

3.1 Care plan may include:

- Dysphagia assessment and recommendations for eating, drinking and swallowing (REDS) made by a Speech and Language Therapist (SLT)

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0214 Support individuals to eat and drink
- SCDHSC0213 Provide food and drink to promote individuals' health and wellbeing



Unit 46 Supporting individuals using telecommunications technologies (L/651/8175)

Unit summary				
This unit will enable the learner to understand how to interact with individuals using telecommunications.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	5 credits	36 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	
1. Understand the legal and local requirements and policies relating to the use of telecommunications when supporting individuals	1.1 Summarise the legal and local requirements and policies that impact on supporting individuals when using telecommunications technologies including rights of the individual
2. Understand telecommunication technologies and how they are used to interact with individuals	2.1 Compare and contrast three different types of telecommunication technologies 2.2 Explain how interactions may differ depending on the type of telecommunication technologies used 2.3 Demonstrate how to effectively respond using telecommunications technologies to an individual's needs and in accordance with organisational policies 2.4 Record accurately details of interactions in accordance with organisational requirements
3. Be able to engage with individuals using telecommunications	3.1 Engage with the individual remotely: <ul style="list-style-type: none">providing opportunities to sustain the interactionproviding reassurance of continued interestencouraging individuals to share their concernsresponding to the individual's immediate requirements at each stage during the interactionrecognising where anonymity may encourage them to respond 3.2 Provide information to the individual about the remote service and confirm its appropriateness 3.3 Demonstrate how to Identify the appropriateness of using telecommunication technologies for a given individual's circumstances 3.4 Demonstrate how to effectively encourage an individual to provide additional information about their situation or requirements when using telecommunications technologies 3.5 Summarise how to maintain confidentiality of the individual, self, and colleagues according to organisational policies and procedures 3.6 Comply with legal and organisational requirements and policies relevant to the functions being carried out
4. Be able to identify and evaluate any risks for	4.1 Demonstrate how to identify the types of risks different individuals might face while using telecommunications technologies



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
individuals during the interaction	<p>4.2 Evaluate the implications of any risks facing an individual, including:</p> <ul style="list-style-type: none"> the circumstances in which the interaction is being made the types of problems which could occur the significance of any signs of increased stress during interactions whether there are any constraints on individuals
	<p>4.3 Summarise appropriate action to deal with any risks, dangers or problems during an interaction when using telecommunications technologies</p>
5. Be able to appropriately conclude and record an interaction	<p>5.1 Demonstrate how to appropriately conclude interactions:</p> <ul style="list-style-type: none"> identifying when to close the interaction providing clear information to the individual on the reasons for ending the interaction operating to the guidelines and procedures of the organisation explaining what further action may be taken <p>5.2 Summarise two situations where it would be dangerous or disadvantageous to the interest of an individual to terminate the interaction</p> <p>5.3 Explain why checking and recording an individual's details might be required before ending or transferring the telecommunications connection</p> <p>5.4 Check and record accurately an individual's demographic details</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHGEN21 Interact with individuals using telecommunications and the internet



Unit 47 Supporting individuals to negotiate different environments (M/651/8176)

Unit summary				
This unit will enable the learner to understand how to support individuals to negotiate different environments (familiar and/or unfamiliar to the individuals).				
Assessment				
Optional	Achieved/not yet achieved	Level 3	5 credits	34 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that impact on an individual being able to negotiate different environments	1.1 Analyse how different conditions and disabilities may impact on individuals being able to negotiate different environments 1.2 Summarise potential barriers for individuals negotiating different environments and how they may be addressed
2. Be able to prepare to support an individual to negotiate different environments	2.1 Demonstrate how to identify with an individual, one or more activities which require them to negotiate different environments 2.2 Explain how to assess the risks associated with supporting an individual, to negotiate different environments for one or more activities identified in AC2.1
3. Be able to support an individual to negotiate different environments	3.1 Demonstrate how to effectively support an individual to negotiate different environments for one or more activities following an agreed plan 3.2 Demonstrate how to effectively provide encouragement and feedback to the individual while negotiating different environments for one or more activities 3.3 Summarise actions to take if an individual becomes distressed or is unable to continue to negotiate different environments for one or more activities
4. Be able to monitor and record the support provided to an individual when negotiating different environments for one or more activities	4.1 Monitor an individual while negotiating different environments for one or more activities and make adjustments as required 4.2 Seek feedback from an individual at the end of negotiating different environments for one or more activities 4.3 Record an individual's engagement in negotiating different environments for one or more activities and the support provided, in accordance with agreed ways of working 4.4 Reflect on your own role and the support provided to an individual when supporting them to negotiate different environments and identify possible areas for improvement

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

**Delivery and assessment guidance**

Primary assessment method or methods for LO1:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3 and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0372 Develop programmes to enable individuals to find their way around environments



Unit 48 Promoting nutrition and hydration in health and social care settings (R/651/8177)

Unit summary				
This unit will enable the learner to understand the importance of good nutrition and hydration, and to provide support for individuals in relation to their nutrition and hydration.				
Assessment				
Optional	Achieved/not yet achieved	Level 3	5 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand a balanced diet in health and social care	<p>1.1 Summarise current national nutritional guidelines for a balanced diet</p> <p>1.2 Explain the importance of a balanced diet and the potential impact of a poor diet on individuals' health and wellbeing</p> <p>1.3 Analyse how a balanced diet should take account of individuals':</p> <ul style="list-style-type: none"> • health needs • preferences • beliefs • culture
2. Understand the importance of good nutrition and hydration in health and social care	<p>2.1 Explain the importance of hydration</p> <p>2.2 Describe risk factors that may lead to:</p> <ul style="list-style-type: none"> • malnutrition • dehydration <p>2.3 Describe possible signs of:</p> <ul style="list-style-type: none"> • malnutrition • dehydration <p>2.4 Outline ways to promote good nutrition and hydration with an individual and/or others involved in their care or support</p>
3. Understand how to prevent malnutrition and dehydration in health and social care settings	<p>3.1 Explain how to ensure foods and drinks have increased nutritional density through fortification within a health and social care setting</p> <p>3.2 Explain the appropriate use of nutritional supplements within a health and social care setting</p> <p>3.3 Explain ways in which nutrition and hydration can be monitored</p>
4. Be able to provide support for an individual in relation to nutrition and hydration	<p>4.1 Carry out preparatory checks using an individual's:</p> <ul style="list-style-type: none"> • care plan • risk assessment <p>4.2 Prepare the environment and resources, ensuring:</p> <ul style="list-style-type: none"> • appropriate utensils are available for use • potential hazards are addressed <p>4.3 Apply standard precautions for infection control before, during and after providing support for an individual in relation to nutrition and hydration</p> <p>4.4 Demonstrate the use of appropriate communication methods and skills when providing support for an individual in relation to nutrition and hydration</p> <p>4.5 Support an individual in ways that respect their dignity, promote their active participation and at a pace appropriate for them</p>



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to monitor and record support for an individual in relation to nutrition and hydration in health and social care	<p>5.1 Monitor and respond to an individual's feedback or observed reactions while providing support in relation to nutrition and hydration</p> <p>5.2 Record information and support provided in relation to nutrition and hydration of an individual in accordance with agreed ways of working</p> <p>5.3 Reflect on your own role and the support provided to an individual in relation to nutrition and hydration and identify possible areas for improvement</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Care and Development (SfC&D) assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4 and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SCDHSC0214 Support individuals to eat and drink
- SCDHSC0213 Provide food and drink to promote individuals' health and wellbeing



Unit 49 Performing intravenous cannulation (T/651/8178)

Unit summary				
This unit will enable the learner to understand how to insert intravenous cannulae to facilitate access to the blood system for treatment or diagnostic purposes in adults.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	34 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice relating to intravenous cannulation	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to performing intravenous cannulation
2. Understand the importance of working within own role when performing intravenous cannulation	2.1 Explain the importance of working within own role when performing intravenous cannulation and when advice should be sought
3. Understand the purpose and functions of intravenous cannulation	3.1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae 3.2 Summarise indications and reasons for intravenous cannulation 3.3 Explain factors which influence the choice of cannulae and the site to be used 3.4 Explain preparation and positioning of an individual for insertion of intravenous cannulae 3.5 Explain potential risks associated with the insertion of intravenous cannulae 3.6 Evaluate current evidence-based practice relating to the management of risks associated with the insertion of intravenous cannulae
4. Be able to prepare to carry out intravenous cannulation	4.1 Implement health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection control 4.3 Verify an individual's identity and gain valid consent 4.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of an individual and which may alleviate anxiety 4.5 Perform checks to ensure an individual's privacy and dignity is maintained at all times 4.6 Prepare equipment for intravenous cannulation in line with organisational policies and protocols 4.7 Assess potential risks prior to and during the procedure taking appropriate action if required, seeking clinical advice and support if events or risks are beyond own level of competence



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to carry out intravenous cannulation	<p>5.1 Demonstrate how to identify and prepare an appropriate site for cannulation, using the correct size and type of cannula</p> <p>5.2 Position and use a tourniquet to engorge the selected vein with blood in accordance with organisational policies and good practice guidelines</p> <p>5.3 Insert the cannula into selected vein using the approved technique and confirm correct siting, positioning and patency of cannula</p> <p>5.4 Apply an approved dressing to fix the cannula in position</p> <p>5.5 Flush the cannula when in situ according to organisational policies</p> <p>5.6 Attach and secure the correct giving set to where infusion is required following approved procedures</p> <p>5.7 Dispose of hazardous waste appropriately following organisational policies before leaving the care area</p>
6. Be able to monitor and report on the intravenous cannulation	<p>6.1 Observe for any sign, condition or behaviour which may signify adverse reactions to the procedure and report in line with organisational policy and protocol</p> <p>6.2 Report and record accurately the cannulation procedure in accordance with agreed ways of working</p> <p>6.3 Monitor and maintain the cannulation site at regular intervals to avoid infection and maintain access</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1, 2 and 3:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care



Unit 50 Obtaining and testing capillary blood samples (Y/651/8179)

Unit summary				
This unit will enable the learner to understand how to obtain capillary blood samples using either manual or automated lancets and testing of the sample where this is required.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples	1.1 Summarise 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 of capillary blood samples and reasons for obtaining and testing	2.1 Illustrate the structure and purpose of capillary blood vessels 2.2 Explain three reasons for obtaining and testing capillary blood samples 2.3 Explain blood clotting processes and the factors that influence blood clotting
3. Be able to prepare to obtain capillary blood samples	3.1 Verify an individual's identity and obtain valid consent 3.2 Check and confirm that an individual has complied with any pre-procedural instruction 3.3 Select and prepare an appropriate site for obtaining the sample taking into account an individual's preferences and previous experience 3.4 Provide support and reassurance to address an individual's needs and concerns 3.5 Communicate accurate information in a way that is sensitive to an 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 Obtain capillary blood samples of the required volume and quantity ensuring minimal discomfort to an individual 4.4 Use selected materials, equipment and containers or slides in accordance with agreed procedures 4.5 Ensure stimulation of blood flow 4.6 Select alternative sites if necessary 4.7 Carry out the correct procedure for encouraging closure and blood clotting at the site 4.8 Respond to any indication of an adverse reaction, complication or problem during the procedure 4.9 Explain actions to be taken if complications and problems occur during the collection of capillary blood samples, including contraindications



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to test and record the results of blood samples	<p>5.1 Test a sample, using approved method in line with organisational procedures</p> <p>5.2 Demonstrate how to identify normal or expected results for particular tests</p> <p>5.3 Demonstrate how to recognise and interpret normal, expected and abnormal results</p> <p>5.4 Ensure results are passed to an appropriate staff member for interpretation as required</p> <p>5.5 Record full results accurately and forward to others as required in accordance with organisational requirements</p> <p>5.6 Dispose of hazardous waste appropriately following organisational policy before leaving the care area</p>
6. Be able to pass on results of blood samples	<p>6.1 Communicate results of tests and any further action required to an individual</p> <p>6.2 Respond appropriately to questions and concerns from an individual, providing relevant information</p> <p>6.3 Refer issues outside own responsibility or knowledge to an appropriate staff member</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4, 5 and 6:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS131 Obtain and test capillary blood samples



Unit 51 Obtaining and handling venous blood samples (F/651/8180)

Unit summary				
This unit will enable the learner to understand the knowledge and skills involved in the use of venepuncture/phlebotomy techniques and procedures to obtain and handle venous blood samples.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, policy and good practice related to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Explain the structure of venous blood vessels 2.2 Explain blood clotting processes and factors that influence blood clotting 2.3 Illustrate the position of venous blood vessels in relation to arteries, nerves and other structures
3. Be able to prepare to obtain venous blood samples	3.1 Demonstrate how to confirm the individual's identity and obtain valid consent 3.2 Demonstrate effective communication with the individual in a manner which: <ul style="list-style-type: none">• provides relevant information• provides support and reassurance• addresses needs, concerns and anxieties• is respectful of personal beliefs and preferences 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample 3.4 Select and prepare an appropriate site taking into account the individual's preferences
4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection prevention and control 4.3 Use the selected blood collection equipment correctly, safely and in a manner which will cause minimum discomfort to the individual 4.4 Use the agreed procedure to obtain the venous blood sample including: <ul style="list-style-type: none">• utilisation of containers• required volume of blood• correct sequence when obtaining multiple samples• application and use of tourniquets at appropriate stages• stimulation of blood flow or selection of alternative site where necessary• utilisation of anti-coagulant with sample when necessary 4.5 Respond appropriately to any indication of adverse reaction, complication or problem during the procedure



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<p>4.6 Explain the correct procedure to deal with an arterial puncture if it occurs</p> <p>4.7 Terminate the blood collection procedure following guidelines and protocols to include:</p> <ul style="list-style-type: none"> • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	<p>5.1 Explain the importance of the following when labelling, packaging, transporting and the storing of venous blood samples:</p> <ul style="list-style-type: none"> • accurate, legible and appropriate labelling and documentation • temperature control of storage • immediacy of transportation <p>5.2 Label, package and store venous blood samples ready for transportation in line with organisational policy, regulation and agreed ways of working</p>

Delivery and assessment guidance

This unit must be assessed in line with the Skills for Health assessment principles.

A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.

Primary assessment method or methods for LOs 1 and 2:

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 3, 4, and 5:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS132 Obtain venous blood samples



Unit 52 Supporting individuals in the use of assistive technologies (H/651/8181)

Unit summary				
This unit will enable the learner to understand how to support the use of assistive technology.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	32 GLH

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the range, purpose and effectiveness of current assistive technology available to support individuals	1.1 Research the range and purpose of current assistive technology available to support individuals in own area of work 1.2 Evaluate the effectiveness of the three most commonly used current assistive technologies in own area of work and present findings 1.3 Explain how current assistive technology can have a positive impact on the wellbeing and quality of life of individuals
2. Be able to support the selection of assistive technology with an individual	2.1 Analyse role of self and others in the provision of assistive technology for individuals 2.2 Support an individual to access specialist information and support regarding assistive technology 2.3 Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology 2.4 Support an individual to select assistive technology to meet their needs and preferences
3. Be able to support the use of assistive technology aids with an individual	3.1 Prepare the environment to support the use of assistive technology with an individual 3.2 Support the use of assistive technology following instructions or guidelines within own role 3.3 Record the use of assistive technology following procedures and agreed ways of working 3.4 Explain the process of referrals for maintenance or repair
4. Be able to review the effectiveness of the use of assistive technology to meet identified outcomes	4.1 Review the effectiveness of assistive technology against identified outcomes with an individual and others if required 4.2 Provide feedback to others on the use of assistive technology and its effectiveness in meeting the needs of an individual 4.3 Revise plans to use assistive technology to achieve identified outcomes with an individual and others if required 4.4 Evaluate own practice in using assistive technology to meet identified outcomes identifying possible areas for improvement

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Health assessment principles.
A range of assessment methods may be used, determined by the requirement for a learner to show understanding or to demonstrate competence.
Primary assessment method or methods for LO1:

**Delivery and assessment guidance**

- written tasks
- question and answer session (audio/visual/written records)
- records of professional discussion
- observation records

Primary assessment method or methods for LOs 2, 3, and 4:

- direct observation of the learner in their work setting
- review of work products and associated questioning

Relationship to National Occupational Standards (NOS):

- SFHCHS239 Enable individuals to use assistive devices and assistive technology



NCFE assessment strategy

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

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

Knowledge LOs

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

Competence/skills LOs

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

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

Sector body assessment strategies and principles

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

Skills for Care and Development (SfC&D): www.skillsforcare.org.uk

Skills for Health: www.skillsforhealth.org.uk



Section 3: explanation of terms

Level 3

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

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



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



Section 4: support

Support materials

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

- Qualification Factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Public Health Agency \(Sexual Health NI\) – sexual orientation and gender identity](#)
- [Public Health Agency \(Sexual Health NI\) – healthy relationships and factors](#)
- [Safeguarding Board for Northern Ireland \(The Law and Sex\)](#)
- [Sexual Consent Myths and Facts \(Police Service of Northern Ireland PSNI\)](#)
- [NISCC Learning zone](#)
- [National Autistic Society \(What is autism?\)](#)
- [Autism Strategy 2023-2028](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.



Other support materials

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

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

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Contact us

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

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

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	L/651/8094	Continuing professional development (CPD) in health and social care	3	4	30	
Unit 02	M/651/8095	Promoting effective communication and information sharing in health and social care	3	6	48	
Unit 03	R/651/8096	Promoting and implementing health and safety in health and social care	3	4	30	
Unit 04	T/651/8097	Understand safeguarding, protection and duty of care in health and social care	3	4	30	
Unit 05	Y/651/8098	Understand mental capacity and restrictive practices in health and social care	3	2	12	
Unit 06	A/651/8099	Promoting and implementing person-centred practice	3	4	30	
Unit 07	K/651/8100	Promoting equality, diversity and inclusion (EDI) in health and social care	3	2	12	



Group A optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 08	R/651/8121	Understand the context of supporting individuals with learning disabilities	3	3	24	
★	Unit 09	T/651/8122	Understand autism spectrum disorder (ASD)	3	3	24	
★	Unit 10	Y/651/8123	Understand principles of supporting individuals in relation to sexuality and sexual health	3	3	24	
★	Unit 11	A/651/8124	Understand mental health	3	3	24	
★	Unit 12	D/651/8125	Understand dementia	3	3	24	
★	Unit 13	F/651/8126	Understand the nature and impact of acquired brain injury	3	3	24	
★	Unit 14	H/651/8127	Understand physical disability	3	3	24	
★	Unit 15	J/651/8128	Understand person-centred approaches to supporting older people	3	3	24	
★	Unit 16	K/651/8129	Understand personalisation through self-directed support	3	3	24	
★	Unit 17	R/651/8130	Understand sensory loss	3	3	24	
★	Unit 18	J/651/8182	Understand how to provide support in end of life care	3	3	24	
★	Unit 19	T/651/8131	Understand substance use and referring individuals to specialists	3	3	24	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 20	Y/651/8132	Understand homelessness	3	3	24	
Unit 21	A/651/8133	Understand reablement in health and social care services	3	3	24	

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

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Group B optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 22	D/651/8143	Infection prevention and control in health and social care	2	2	12	
Unit 23	D/651/8152	Supporting individuals to participate in group activity provision in health and social care	3	4	25	
Unit 24	F/651/8153	Supporting individuals with personal care in accordance with their care plan	2	3	20	
Unit 25	H/651/8154	Moving and positioning individuals in accordance with their care plan	2	4	26	
Unit 26	J/651/8155	Undertaking agreed pressure area care	2	4	30	
Unit 27	K/651/8156	Providing support to manage pain and discomfort	2	2	15	
Unit 28	L/651/8157	Supporting individuals who are distressed	2	3	21	
Unit 29	M/651/8158	Supporting individuals with multiple conditions and/or disabilities	3	4	30	
Unit 30	R/651/8159	Supporting young people with a disability in transitioning to adulthood	3	5	40	
Unit 31	A/651/8160	Supporting parents with disabilities	3	6	43	
Unit 32	D/651/8161	Supporting individuals with specific communication needs	3	4	25	
Unit 33	F/651/8162	Supporting individuals who are substance users	3	4	25	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 34	H/651/8163	Supporting individuals to use medication in health and social care	3	4	30	This unit is barred against Unit 35. Only one of these units can be used towards qualification achievement.
Unit 35	J/651/8164	Administering medication to individuals in health and social care	3	5	40	This unit is barred against Unit 34. Only one of these units can be used towards qualification achievement.
Unit 36	K/651/8165	Contributing to awareness raising of health issues	3	4	26	
Unit 37	L/651/8166	Supporting individuals to maintain and develop skills for everyday life	3	4	25	
Unit 38	M/651/8167	Supporting individuals to access and use services and facilities	3	4	25	
Unit 39	R/651/8168	Supporting individuals in their relationships	3	4	27	
Unit 40	T/651/8169	Promoting positive behaviour	3	4	25	
Unit 41	D/651/8170	Preparing for and carrying out extended feeding techniques	3	4	27	
Unit 42	F/651/8171	Undertaking physiological measurements	3	3	23	
Unit 43	H/651/8172	Undertaking stoma care	3	4	30	
Unit 44	J/651/8173	Performing routine electrocardiograph (ECG) procedures	3	4	30	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 45	K/651/8174	Supporting individuals to manage dysphagia	2	4	30	
Unit 46	L/651/8175	Supporting individuals using telecommunications technologies	3	5	36	
Unit 47	M/651/8176	Supporting individuals to negotiate different environments	3	5	34	
Unit 48	R/651/8177	Promoting nutrition and hydration in health and social care settings	3	5	36	
Unit 49	T/651/8178	Performing intravenous cannulation	3	4	34	
Unit 50	Y/651/8179	Obtaining and testing capillary blood samples	3	4	30	
Unit 51	F/651/8180	Obtaining and handling venous blood samples	3	3	24	
Unit 52	H/651/8181	Supporting individuals in the use of assistive technologies	3	4	32	

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



Change history record

Version	Publication date	Description of change
DRAFT v1.0	January 2026	Draft version of Qualification Specification displayed on the Coming Soon page of the NCFE website

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