



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Diploma in Care (RQF)

603/2554/9

Version 5

Approved by



Contents

Summary of changes.....	6
Introduction.....	7
Welcome to TQUK.....	7
Centre Recognition.....	7
Qualification Specifications.....	8
Use of TQUK Logo, Name and Qualifications.....	8
The Qualification	9
Qualification Purpose	9
Entry Requirements.....	9
Progression.....	9
Structure	10
Barred units.....	14
Guided Learning Hours.....	14
Directed Study Requirements.....	14
Total Qualification Time.....	14
Assessment	14
Centre Devised Assessment (CDA) Guidance	15
Course Delivery.....	16
Learner Registration.....	16
Tutor, Assessor and Internal Quality Assurer Requirements.....	16
External Quality Assurance	17
Useful Websites	17
Mandatory Units	18
Communication in care settings	18
Handle information in care settings	20
Personal development in care settings.....	21
Implement person-centred approaches in care settings.....	23
Equality and inclusion in care settings	25
Health, safety and wellbeing in care settings	26
Responsibilities of a care worker	29
Duty of care	30
Safeguarding and protection in care settings	31
Optional Units.....	34
Support individuals to access and use information about services and facilities.....	34
Administer medication to individuals and monitor the effects	36
Undertake personal hygiene activities with individuals.....	38
Support individuals to carry out their own health care procedures.....	40

Support individuals to meet personal care needs.....	42
Understand mental well-being and mental health promotion.....	44
Causes and spread of infection.....	45
Dementia awareness.....	46
Move and position individuals in accordance with their care plan.....	47
Support individuals to manage continence.....	49
Obtain and test specimens from individuals.....	51
Understand mental health problems.....	53
Prepare individuals for healthcare activities.....	54
Assist the practitioner to carry out health care activities.....	56
Provide support to manage pain and discomfort.....	57
Select and wear appropriate personal protective equipment for work in healthcare settings.....	58
Monitor and maintain the environment and resources during and after health care activities.....	59
The principles of infection prevention and control.....	61
Contribute to the effectiveness of teams.....	62
Support individuals who are distressed.....	63
Support individuals undergoing healthcare activities.....	65
Support individuals to eat and drink.....	67
Contribute to monitoring the health of individuals affected by health conditions.....	69
Cleaning, decontamination and waste management.....	71
Principles of health promotion.....	72
Promotion of general health and well-being.....	73
Contribute to the care of a deceased person.....	74
Undertake physiological measurements.....	76
Undertake agreed pressure area care.....	78
Obtain and test capillary blood samples.....	80
Support individuals at the end of life.....	82
Provide support for sleep.....	84
Support individuals with specific communication needs.....	85
Contribute to the support of positive risk-taking for individuals.....	87
Understand the impact of acquired brain injury on individuals.....	89
Support families of individuals with acquired brain injury.....	90
Introductory awareness of autistic spectrum conditions.....	91
Understand and implement a person-centred approach to the care and support of individuals with dementia.....	93
Equality, diversity and inclusion in dementia care practice.....	94
Understand and meet the nutritional requirements of individuals with dementia.....	95
Diabetes awareness.....	96
Understand conditions associated with diabetes.....	98
Understand the risks associated with diabetes emergencies.....	99
Contribute to supporting individuals with a learning disability to access healthcare.....	100
Contribute to the support of individuals with multiple conditions and/or disabilities.....	102
Support effective communication with individuals with a sensory loss.....	103
Stroke awareness.....	104
Understand stroke care management.....	105
Contribute to supporting individuals in the use of assistive technology.....	107
Provide agreed support for foot care.....	108
Introduction to personalisation in social care.....	110

Promote positive behaviour	111
Purpose and principles of independent advocacy.....	113
The person-centred approach to the care and support of individuals with dementia.....	115
Understand the factors that can influence communication and interaction with individuals who have dementia	116
Understand equality, diversity and inclusion in dementia care.....	117
Understand the administration of medication to individuals with dementia using a person-centred approach	118
Understand the role of communication and interactions with individuals who have dementia	119
Understand the diversity of individuals with dementia and the importance of inclusion.....	120
Understand the context of supporting individuals with learning disabilities.....	121
Principles of positive risk-taking for individuals with disabilities	123
Principles of supporting an individual to maintain personal hygiene.....	125
Principles of supporting individuals with a learning disability to access healthcare	126
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	128
Principles of supporting young people with a disability to make the transition into adulthood	129
Principles of self-directed support.....	131
Understand physical disability	132
Introductory awareness of sensory loss	133
Introductory awareness of models of disability.....	134
Understand and enable interaction and communication with individuals with dementia	135
Approaches to enable rights and choices for individuals with dementia whilst minimising risks	136
Enable rights and choices of individuals with dementia whilst minimising risks.....	138
Understand and enable interaction and communication with individuals who have dementia	139
Provide support for therapy sessions.....	140
Provide support for mobility	142
Support participation in learning and development activities.....	144
Support independence in the tasks of daily living.....	146
Provide support for journeys	148
Provide support for leisure activities	149
Support care plan activities	151
Gain access to the homes of individuals, deal with emergencies and ensure security on departure	152
Contribute to supporting group care activities.....	153
Meet food safety requirements when providing food and drink to individuals	154
Support individuals in their relationships	155
Facilitate person-centred assessment, planning, implementation and review	156
Support individuals to live at home	158
Support individuals who are bereaved.....	160
Work in partnership with families to support individuals	162
Y/616/4089.....	162
Support use of medication in social care settings	164
Prepare for and carry out extended feeding techniques	166
Support person-centred thinking and planning	168
Provide active support.....	170
Support individuals to maintain personal hygiene	171
Support parents with disabilities.....	172
Support individuals with self-directed support.....	174
Work with other professionals and agencies to support individuals with a physical disability	176

Support individuals to negotiate environments.....	177
Understand own role in providing support following an incident of challenging behaviour.....	178
Understand the process and experience of dementia.....	179
Care for the elderly.....	180
Awareness of working in end of life care	181
Support individuals affected by Parkinson's.....	183
Care for individuals with nasogastric tubes.....	185
Awareness of the Mental Capacity Act 2005.....	187
Promote wellbeing of individuals and groups by supporting activities.....	189
Support individuals in meeting their nutritional and hydration needs	191
Understand positive behaviour support principles	193
Understand how to support individuals to care for their feet.....	196
Support individuals with acquired brain injury and their families and carers	198
Support individuals with autistic spectrum conditions	200
Support individuals with dementia	202
Understanding learning disability.....	204
Understanding mental health.....	206
Support mental health and well-being	207
Support the assessment of individuals with sensory loss.....	208
Parkinson's disease awareness	210

Summary of changes

Please see below a summary of the changes in the qualification specification since the previous version.

Version number	Summary of changes
Version 4	Rebranded
Version 5	The following units have had minor uplifts to their guided learning hours: • T/616/4682 – Introductory awareness of sensory loss • J/617/3788 - Understand own role in providing support following an incident of challenging behaviour

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer any TQUK qualification a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification, and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed prior to any assessment of learners taking place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK must be made aware of relationships with re-sellers of TQUK Qualifications. TQUK must be made aware of any additional websites where the Centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre ceases to be / surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications from all websites and documents where they appear.

The Qualification

The TQUK Level 2 Diploma in Care (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 2 Diploma in Care (RQF) is suitable for learners working in a wide range of roles in a health and adult care settings. The qualification develops competence therefore learners must be in paid or voluntary work to enable assessment to take place.

The content links with the knowledge and skills required for the Apprenticeship standards 'Adult Care Worker' and 'Healthcare Support Worker'. The content is applicable to a variety of roles, such as:

- Adult care worker
- Healthcare assistant/support worker
- Personal assistant

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can complete a relevant apprenticeship or progress to other qualifications such as the Level 3 Diploma in Adult Care or Level 3 Diploma in Healthcare Support and to the advanced apprenticeship.

Structure

Learners must achieve all the mandatory units (24 credits) and optional units to a minimum of 22 credits, total 46 credits.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Communication in care settings	M/616/4728	2	20	3
Handle information in care settings	T/616/4729	2	10	1
Personal development in care settings	K/616/4730	2	23	3
Implement person-centred approaches in care settings	T/616/4732	2	39	5
Equality and inclusion in care settings	A/616/4733	2	17	2
Health, safety and wellbeing in care settings	F/616/4734	2	33	4
Responsibilities of a care worker	J/616/4055	2	16	2
Duty of care	R/616/4737	2	7	1
Safeguarding and protection in care settings	R/616/4057	2	26	3

Optional units

Title	Unit ref.	Level	Guided learning hours	Credit value
Support individuals to access and use information about services and facilities	R/616/4639	2	20	3
Administer medication to individuals and monitor the effects	F/616/4152	3	30	5
Undertake personal hygiene activities with individuals	F/616/4068	2	24	3
Support individuals to carry out their own health care procedures	J/616/4640	2	15	2
Support individuals to meet personal care needs	L/616/4641	2	16	2
Understand mental well-being and mental health promotion	R/616/4060	3	20	3
Causes and spread of infection	Y/616/4061	2	20	2
Dementia awareness	R/616/4642	2	7	2
Move and position individuals in accordance with their care plan	K/616/4159	2	26	4
Support individuals to manage continence	Y/616/4643	2	19	3
Obtain and test specimens from individuals	D/616/4644	2	15	2
Understand mental health problems	D/616/4062	3	16	3
Prepare individuals for healthcare activities	H/616/4645	2	9	2
Assist the practitioner to carry out health care activities	K/616/4646	2	13	2
Provide support to manage pain and discomfort	D/616/4157	2	15	2
Select and wear appropriate personal protective equipment for work in health care settings	M/616/4647	2	15	2
Monitor and maintain the environment and resources during and after health care activities	T/616/4648	2	20	3
The principles of infection prevention and	Y/616/4058	2	30	3

Title	Unit ref.	Level	Guided learning hours	Credit value
control				
Contribute to the effectiveness of teams	M/616/4826	2	5	2
Support individuals who are distressed	M/616/4244	2	21	3
Support individuals undergoing healthcare activities	A/616/4649	2	22	3
Support individuals to eat and drink	M/616/4650	2	15	2
Contribute to monitoring the health of individuals affected by health conditions	T/616/4651	2	18	2
Cleaning, decontamination and waste management	D/616/4059	2	20	2
Principles of health promotion	A/616/4652	2	13	2
Promotion of general health and well-being	F/616/4653	2	12	2
Contribute to the care of a deceased person	J/616/4654	2	24	3
Undertake physiological measurements	K/616/4064	3	23	3
Undertake agreed pressure area care	H/616/4158	2	30	4
Obtain and test capillary blood samples	J/616/4072	3	30	4
Support individuals at the end of life	M/616/4082	3	50	6
Provide support for sleep	L/616/4655	2	13	2
Support individuals with specific communication needs	A/616/4179	3	35	5
Contribute to the support of positive risk-taking for individuals	R/616/4656	2	27	3
Understand the impact of acquired brain injury on individuals	Y/616/4657	2	25	3
Support families of individuals with acquired brain injury	D/616/4658	2	24	3
Introductory awareness of autistic spectrum conditions	H/616/4659	2	17	2
Understand and implement a person centred approach to the care and support of individuals with dementia	Y/616/4660	2	21	3
Equality, diversity and inclusion in dementia care practice	D/616/4661	2	24	3
Understand and meet the nutritional requirements of individuals with dementia	J/616/4153	3	26	3
Diabetes awareness	M/616/4146	3	46	6
Understand Conditions associated with Diabetes	H/616/4662	3	29	3
Understand the risks associated with diabetes emergencies	K/616/4663	3	29	3
Contribute to supporting individuals with a learning disability to access healthcare	M/616/4664	2	27	3
Contribute to the support of individuals with multiple conditions and/or disabilities	T/616/4665	2	25	3
Support effective communication with individuals with a sensory loss	A/616/4666	2	23	3
Stroke awareness	D/616/4143	2	28	3
Understand stroke care management	F/616/4667	3	36	4
Contribute to supporting individuals in the use of assistive technology	J/616/4668	2	19	3
Provide agreed support for foot care	H/616/8632	2	23	3
Introduction to personalisation in social care	T/616/4133	3	22	3
Promote positive behaviour	D/616/4191	3	44	6

Title	Unit ref.	Level	Guided learning hours	Credit value
Purpose and principles of Independent Advocacy	F/616/4670	3	25	4
The person centred approach to the care and support of individuals with dementia	J/616/4671	2	17	2
Understand the factors that can influence communication and interaction with individuals who have dementia	R/616/4673	2	18	2
Understand equality, diversity and inclusion in dementia care	Y/616/4674	2	20	2
Understand the administration of medication to individuals with dementia using a person centred approach	A/616/4246	3	15	2
Understand the role of communication and interactions with individuals who have dementia	F/616/4247	3	26	3
Understand the diversity of individuals with dementia and the importance of inclusion	M/616/4132	3	23	3
Understand the context of supporting individuals with learning disabilities	A/616/4084	3	35	4
Principles of positive risk taking for individuals with disabilities	M/616/4678	2	20	2
Principles of supporting an individual to maintain personal hygiene	A/616/4134	2	10	1
Principles of supporting individuals with a learning disability to access healthcare	T/616/4679	2	23	3
Principles of supporting individuals with a learning disability regarding sexuality and sexual health	H/616/4497	3	21	3
Principles of supporting young people with a disability to make the transition into adulthood	H/616/4354	3	30	3
Principles of self-directed support	K/616/4680	3	26	3
Understand Physical Disability	M/616/4681	2	19	2
Introductory awareness of sensory loss	T/616/4682	2	18	2
Introductory awareness of models of disability	A/616/4683	2	15	2
Understand and enable interaction and communication with individuals with dementia	F/616/4684	2	19	3
Approaches to enable rights and choices for individuals with dementia whilst minimising risks	J/616/4685	2	25	3
Enable rights and choices of individuals with dementia whilst minimising risks	L/616/4154	3	26	4
Understand and enable interaction and communication with individuals who have dementia	R/616/4155	3	30	4
Provide support for therapy sessions	L/616/4686	2	14	2
Provide support for mobility	R/616/4687	2	14	2
Support participation in learning and development activities	Y/616/4688	2	23	3
Support independence in the tasks of daily living	D/616/4689	2	37	5
Provide support for journeys	D/616/4241	2	17	2
Provide support for leisure activities	R/616/4690	2	20	3
Support care plan activities	Y/616/4691	2	13	2
Gain access to the homes of individuals, deal	Y/616/4707	2	14	2

Title	Unit ref.	Level	Guided learning hours	Credit value
with emergencies and ensure security on departure				
Contribute to supporting group care activities	D/616/4708	2	23	3
Meet food safety requirements when providing food and drink for individuals	Y/616/4710	2	15	2
Support individuals in their relationships	H/616/4824	3	27	4
Facilitate person centred assessment, planning implementation and review	H/616/4175	3	45	6
Support individuals to live at home	M/616/4177	3	29	4
Support individuals who are bereaved	T/616/4083	3	30	4
Work in partnership with families to support individuals	Y/616/4089	3	27	3
Support use of medication in social care settings	H/616/4192	3	40	5
Prepare for and carry out extended feeding techniques	L/616/4350	3	27	4
Support person-centred thinking and planning	A/616/4716	2	34	5
Provide active support	F/616/4717	2	27	3
Support individuals to maintain personal hygiene	L/616/4204	2	17	2
Support parents with disabilities	J/616/4718	3	43	6
Support individuals with self-directed support	L/616/4719	3	35	5
Work with other professionals and agencies to support individuals with a physical disability	F/616/4720	2	21	3
Support individuals to negotiate environments	L/616/4722	2	32	4
Understand own role in providing support following an incident of challenging behaviour	J/617/3788	2	25	3
Understand the process and experience of dementia	H/616/4080	3	22	3
Care for the elderly	M/616/4079	2	10	2
Awareness of working in end of life care	L/616/8544	2	28	3
Support individuals affected by Parkinson's	D/616/8547	3	25	3
Care for individuals with nasogastric tubes	F/616/4071	3	19	3
Awareness of the Mental Capacity Act 2005	F/616/4085	3	28	3
Promote wellbeing of individuals and groups by supporting activities	K/616/8549	2	30	4
Support individuals in meeting their nutritional and hydration needs	D/616/8550	2	28	4
Understand positive behaviour support principles	H/616/8551	2	35	4
Understand how to support individuals to care for their feet	K/616/8552	2	25	3
Support individuals with acquired brain injury and their families and carers	M/616/8553	2	25	3
Support individuals with autistic spectrum conditions	A/616/4215	3	33	4
Support individuals with dementia	T/616/8554	2	35	4
Understanding learning disability	A/616/8555	2	25	3
Understanding mental health	D/616/8712	2	40	4
Support mental health and well-being	F/616/8556	2	25	3
Support the assessment of individuals with sensory loss	J/616/8557	3	22	3
Parkinson's disease awareness	J/617/3791	2	18	3

Barred units

This unit	Is barred against:
Support individuals with acquired brain injury and their families and carers M/616/8553	Support families of individuals with acquired brain injury D/616/4658
Understand and enable interaction and communication with individuals with dementia F/616/4684	Understand and enable interaction and communication with individuals who have dementia R/616/4155

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 380 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 460 hours, 243 from the mandatory units and at least 217 from the optional units.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the identified assessment principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted is included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have their own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

Within this qualification all assessment criteria must be assessed and passed. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows TQUK to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have undertaken their assessments.

We will work with you to develop your CDA, we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Training Qualifications UK who can be contacted on 03333 58 3344.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd

- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Communication in care settings	
		M/616/4728	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand why communication is important in the work setting	1.1	Identify different reasons why people communicate
		1.2	Explain how effective communication affects all aspects of your own work
		1.3	Explain why it is important to observe an individual's reactions when communicating with them
2.	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Find out an individual's communication and language needs, wishes and preferences
		2.2	Demonstrate communication methods that meet an individual person's communication needs, wishes and preferences
		2.3	Show how and when to seek advice about communication
3.	Be able to reduce barriers to communication	3.1	Identify barriers to communication
		3.2	Demonstrate how to reduce barriers to communication in different ways
		3.3	Demonstrate ways to check that communication has been understood
		3.4	Identify sources of information and support or services to enable more effective communication
4.	Be able to apply principles and practices relating to confidentiality at work	4.1	Explain the term 'confidentiality'
		4.2	Demonstrate confidentiality in day to day communication, in line with agreed ways of working
		4.3	Describe situations where information normally considered to be confidential might need to be passed on
		4.4	Explain how and when to seek advice about confidentiality

Assessment requirements

Must be assessed to comply with the assessment strategy requirements. Learning outcomes 2, 3 and 4 must be assessed in a real work environment
Care settings may include health, adult care or children and young people's settings

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

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

Preferences may be based on:

- beliefs
- values
- culture

Communication methods may include:

non-verbal communication

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

verbal communication

- vocabulary
- linguistic tone
- pitch

technological aids

Services may include:

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

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

Title:		Handle information in care settings	
		T/616/4729	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the need for secure handling of information in care settings	1.1	Identify the legislation that relates to the recording, storage and sharing of information in care settings
		1.2	Explain why it is important to have secure systems for recording and storing information in a care setting
2.	Know how to access support for handling information	2.1	Describe how to access guidance, information and advice about handling information
		2.2	Explain what actions to take when there are concerns over the recording, storing or sharing of information
3.	Be able to handle information in accordance with agreed ways of working	3.1	Keep records that are up to date, complete, accurate and legible
		3.2	Follow agreed ways of working for: • recording information • storing information • sharing information
Assessment requirements:			
This unit must be assessed in accordance with Skills for Health Assessment Principles.			
Learning outcome 3 must be assessed in a real work environment.			
Care settings e.g. Adult, children and young people’s health settings and adult care settings			
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers			

Title:		Personal development in care settings	
		K/616/4730	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own role
		1.2	Identify standards, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role
		1.3	Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice
2.	Be able to reflect on own work activities	2.1	Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
		2.2	Assess how well own knowledge, skills and understanding meet standards
		2.3	Demonstrate the ability to reflect on work activities
3.	Be able to agree a personal development plan	3.1	Identify sources of support and how they can be used for own learning and development
		3.2	Describe the process for agreeing a personal development plan and who should be involved
		3.3	Contribute and agree to own personal development plan
4.	Be able to develop own knowledge, skills and understanding	4.1	Describe how a learning activity has improved own knowledge, skills and understanding
		4.2	Describe how reflecting on a situation has improved own knowledge, skills and understanding
		4.3	Explain the importance of continuing professional development
		4.4	Describe how feedback from others has developed own knowledge, skills and understanding
		4.5	Demonstrate how to record progress in relation to personal development

Assessment requirements:

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Care settings: May include health, adult care or children's and young people's settings

Standards may include: codes of conduct and practice, regulations, minimum standards, National Occupational Standards and the Human Rights Act.

Communication: This includes verbal and non-verbal communication such as signs, symbols, pictures, writing, objects of reference, human and technical aids, eye contact, body language and touch. Communication may take place face to face, by telephone, email, text, via social networks, written reports and letters.

A personal development plan may have a different name but will record information such as agreed

objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Who should be involved may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

Continuing Professional Development (CPD) refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Others may include:

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

Title:		Implement person-centred approaches in care settings	
		T/616/4732	
Level:		2	
Credit value:		5	
Guided learning hours:		39	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand person-centred approaches for care and support	1.1	Define person-centred values
		1.2	Explain why it is important to work in a way that embeds person-centred values
		1.3	Explain why risk-taking can be part of a person-centred approach
		1.4	Explain how using an individual's care plan contributes to working in a person-centred way
2.	Be able to work in a person-centred way	2.1	Find out the history, preferences, wishes and needs of the individual.
		2.2	Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.
3.	Be able to establish consent when providing care or support	3.1	Explain the importance of establishing consent when providing care or support
		3.2	Establish consent for an activity or action
		3.3	Explain what steps to take if consent cannot be readily established
4	Be able to encourage active participation	4.1	Describe how active participation benefits an individual
		4.2	Identify possible barriers to active participation
		4.3	Demonstrate ways to reduce the barriers and encourage active participation
5	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices
		5.2	Use agreed risk assessment processes to support the right to make choices
		5.3	Explain why a worker's personal views should not influence an individual's choices
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others
6	Be able to support the individual's well-being	6.1	Explain how an individual's identity and self-esteem are linked with well-being
		6.2	Describe attitudes and approaches that are likely to promote an individual's well-being
		6.3	Support an individual in a way that promotes a sense of identity and self-esteem
		6.4	Demonstrate ways to contribute to an environment that promotes well-being
		6.5	Recognise and respond to changes in physical and mental health
		6.6	Explain the importance of good nutrition and hydration
Assessment requirements:			
Must be assessed to comply with the assessment strategy requirements.			
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment			

Care settings may include health, adult care or children and young people's settings

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

Person-centred values include:

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

Preferences may be based on:

- beliefs
- values
- culture

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

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

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

Well-being may include aspects that are:

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

Title:		Equality and inclusion in care settings	
		A/616/4733	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of equality and inclusion	1.1	Explain what is meant by: • diversity • equality • inclusion • discrimination
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2.	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
		2.3	Describe how to challenge discrimination in a way that encourages change
3	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion
		3.2	Describe how to access information, advice and support about diversity, equality and inclusion
		3.3	Identify when to access information, advice and support about diversity, equality and inclusion

Assessment requirements:

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

Learning outcome 2 must be assessed in a real work environment.

Care settings may include health, adult care or children and young people’s settings

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

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

Title:		Health, safety and wellbeing in care settings	
		F/616/4734	
Level:		2	
Credit value:		4	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1	Identify legislation relating to general health and safety in a care work setting
		1.2	Outline the main points of the health and safety policies and procedures agreed with the employer
		1.3	Outline the main health and safety responsibilities of: • self • the employer or manager • others in the work setting
		1.4	Identify tasks relating to health and safety that should not be carried out without special training
		1.5	Explain how to access additional support and information relating to health and safety
2.	Understand the use of risk assessments in relation to health and safety	2.1	Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities
		2.2	Explain how and when to report potential health and safety risks that have been identified
		2.3	Explain how risk assessment can help address dilemmas between rights and health and safety concerns
3.	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illnesses that may occur in own work setting
		3.2	Outline the procedures to be followed if an accident or sudden illness should occur
4.	Be able to reduce the spread of infection	4.1	Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection
		4.2	Explain the causes and spread of infection in care settings
		4.3	Demonstrate the recommended method for hand washing settings
		4.4	Demonstrate the appropriate use of Personal Protective Equipment (PPE) and when to use it
		4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5.	Be able to move and handle equipment and other objects safely	5.1	Identify legislation that relates to moving and handling
		5.2	Explain principles for moving and handling equipment and other objects safely
		5.3	Demonstrate how to move and handle equipment and objects safely
6.	Know how to handle hazardous	6.1	Describe hazardous substances and materials

	substances and materials		that may be found in the work setting
		6.2	Explain safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
7.	Understand how to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: • starting • spreading
		7.2	Describe emergency procedures to be followed in the event of a fire in the work setting
		7.3	Explain the importance of maintaining clear evacuation routes at all times
8.	Be able to implement security measures in the work setting	8.1	Use agreed ways of working for checking the identity of anyone requesting access to: • premises • information
		8.2	Implement measures to protect own security and the security of others in the work setting.
		8.3	Explain the importance of ensuring that others are aware of own whereabouts.
9.	Know how to manage own stress	9.1	Identify common signs and indicators of stress in self and others
		9.2	Identify circumstances and factors that tend to trigger stress in self and others
		9.3	Describe ways to manage stress and how to access sources of support

Assessment requirements:

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

Learning outcomes 4, 5 and 8 must be assessed in a real work environment

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

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Health and safety This could be in relation to the safety of yourself, your colleagues or the people you support

Others may include:

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

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

Tasks that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Use of Personal, Protective Equipment (PPE): The learner must know the different types of PPE and

how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

Title:		Responsibilities of a care worker	
		J/616/4055	
Level:		2	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand working relationships in care settings	1.1	Explain how a working relationship is different from a personal relationship
		1.2	Describe different working relationships in care settings
2.	Be able to work in ways that are agreed with the employer	2.1	Describe why it is important to adhere to the agreed scope of the job role
		2.2	Access full and up-to-date details of agreed ways of working
		2.3	Work in line with agreed ways of working
		2.4	Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3.	Be able to work in partnership with others	3.1	Explain why it is important to work in partnership with others
		3.2	Demonstrate ways of working that can help improve partnership working
		3.3	Identify skills and approaches needed for resolving conflicts
		3.4	Access support and advice about: • partnership working • resolving conflicts

Assessment requirements:

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

Learning outcomes 2 and 3 must be assessed in a real work environment.

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

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

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

Others may include:

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

Title:		Duty of care	
		R/616/4737	
Level:		2	
Credit value:		1	
Guided learning hours:		7	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the implications of duty of care	1.1	Define the term 'duty of care'
		1.2	Describe how duty of care relates to duty of candour
		1.3	Describe how the duty of care affects own work role
2.	Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas
3.	Know how to respond to complaints	3.1	Describe the process to follow when responding to complaints
		3.2	Identify the main points of agreed procedures for handling complaints
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm			

Title:		Safeguarding and protection in care settings	
		R/616/4057	
Level:		2	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles of safeguarding adults	1.1	Explain the term safeguarding
		1.2	Explain own role and responsibilities in safeguarding individuals
		1.3	Define the following terms: - Physical abuse - Domestic abuse - Sexual abuse - Emotional/psychological abuse - Financial/material abuse - Modern slavery - Discriminatory abuse - Institutional/organisational abuse - Self-neglect - Neglect by others
		1.4	Describe harm
		1.5	Describe restrictive practices
2.	Know how to recognise signs of abuse	2.1	Identify the signs and/or symptoms associated with each of the following types of abuse: - Physical abuse - Domestic abuse - Sexual abuse - Emotional/psychological abuse - Financial/material abuse - Modern slavery - Discriminatory abuse - Institutional/organisational abuse - Self-neglect - Neglect by others
		2.2	Describe factors that may contribute to an individual being more vulnerable to abuse
3.	Know how to respond to suspected or alleged abuse	3.1	Explain the action to take if there are suspicions that an individual is being abused
		3.2	Explain the actions to take if an individual alleges that they are being abused
		3.3	Identify ways to ensure that evidence of abuse is preserved
4.	Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse
		4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
		4.3	Identify factors which have featured in reports into

			serious cases of abuse and neglect
		4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing
		4.5	Identify when to seek support in situations beyond your experience and expertise
5.	Understand ways to reduce the likelihood of abuse	5.1	Explain how the likelihood of abuse may be reduced by: • working with person-centred values • encouraging active participation • promoting choice and rights • supporting individuals with awareness of personal safety
		5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
		5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6.	Know how to recognise and report unsafe practices	6.1	Describe unsafe practices that may affect the well-being of individuals
		6.2	Explain the actions to take if unsafe practices have been identified
		6.3	Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7.	Understand principles for online safety	7.1	Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online
		7.2	Explain ways of reducing the risks presented by each of these types of activity
		7.3	Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Assessment requirements:

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

Care settings may include health, adult care or children and young people's settings

Domestic abuse should include acts of control and coercion

Factors may include:

- setting or situation
- the individual

An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- a colleague
- someone in the individual's personal network

- the learner
- the learner's line manager
- others

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Whistle blowing: A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Person-centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

Unsafe practices may include:

- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:

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

Optional Units

Title:		Support individuals to access and use information about services and facilities	
		R/616/4639	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know ways to support individuals to access information on services and facilities	1.1	Identify the types of services and facilities about which individuals may require information
		1.2	Identify possible barriers to accessing and understanding information
		1.3	Describe ways to overcome barriers to accessing information
		1.4	Identify a range of formats, translations and technology that could make information more accessible for individuals
		1.5	Describe types of support individuals may need to enable them to identify and understand information
2.	Be able to work with individuals to select and obtain information about services and facilities	2.1	Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
		2.2	Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes
		2.3	Support an individual to obtain selected information in their preferred format and language
3.	Be able to work with individuals to access and use information about services and facilities	3.1	Support an individual to access the content of information about services and facilities
		3.2	Demonstrate ways to check an individual's understanding of the information
		3.3	Work with an individual to access a service or facility using the information, in ways that promote active participation
		3.4	Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
4.	Be able to support individuals to evaluate the information accessed on services and facilities	4.1	Support an individual to give feedback on whether information on services and facilities has met their needs and preferences
		4.2	Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
		4.3	Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals

Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Services and facilities may include:			
• services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			

Title:		Administer medication to individuals and monitor the effects	
		F/616/4152	
Level:		3	
Credit value:		5	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation, policy and procedures relevant to administration of medication	1.1	Identify current legislation, guidelines, policies and protocols relevant to the administration of medication
2.	Know about common types of medication and their use	2.1	Describe common types of medication including their effects and potential side effects
		2.2	Identify medication which demands specific physiological measurements
		2.3	Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
		2.4	Explain the different routes of medicine administration
3.	Understand procedures and techniques for the administration of medication	3.1	Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
		3.2	Identify the required information from prescriptions, medication and administration charts
4.	Prepare for the administration of medication	4.1	Apply standard precautions for infection control
		4.2	Explain ways to ensure the appropriate timing of Medication
		4.3	Obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
		4.4	Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet
5.	Administer and monitor medication	5.1	Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary
		5.2	Safely administer the medication: • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual
		5.3	Describe how to report any immediate problems with the administration
		5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
		5.5	Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
		5.6	Maintain the security of medication and related records throughout the process

		5.7	Return medication and related records to the correct place for storage
		5.8	Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Assessment requirements:

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

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

Title:		Undertake personal hygiene activities with individuals	
		F/616/4068	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1	Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals
		1.2	Explain the importance of complying with health and safety guidance
		1.3	Explain the importance of using aseptic techniques
2.	Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1	Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing
3.	Be able to prepare for undertaking personal hygiene activities with individuals	3.1	Explain the importance of following the individual's care plan
		3.2	Explain why resources should be prepared prior to commencing the activity
		3.3	Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan
		3.4	Confirm the individual's identity and gain valid Consent
		3.5	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4.	Be able to undertake personal hygiene activities with individuals	4.1	Apply health and safety measures relevant to the procedure and environment
		4.2	Apply standard precautions for infection control
		4.3	Carry out personal hygiene activities in accordance with the individual's care plan
		4.4	Ensure that the individual's privacy and dignity is Maintained
		4.5	Observe the individual while providing support and reassurance and address any concerns
		4.6	Describe action to take in response to adverse reactions
5.	Be able to record and report the outcome of the personal hygiene activity	5.1	Record the outcome of the personal hygiene activity
		5.2	Report the outcomes of the activity to a member of the care team in line with local policy
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Valid consent must be in line with agreed UK country definition			

Policies and procedures may include other agreed ways of working as well as formal policies and procedures

Title:		Support individuals to carry out their own health care procedures	
		J/616/4640	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand health care procedures likely to be undertaken by individuals	1.1	Identify treatments and physical measurements likely to be undertaken by individuals
		1.2	Explain reasons why physical measurements and specimens might need to be taken
		1.3	Describe possible adverse reactions individuals may experience when undertaking their own health care procedures
2.	Be able to support individuals to prepare to carry out their own health care procedures	2.1	Establish with others own role in supporting individuals to carry out their own health care procedures
		2.2	Promote safe storage of supplies
		2.3	Support the individual to prepare equipment and the environment to carry out procedures
		2.4	Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of
		2.5	Support the individual's understanding of techniques for procedures
		2.6	Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures
3.	Be able to support individuals to carry out health care procedures	3.1	Assist the individual to carry out health care procedures in a way that promotes active participation
		3.2	Promote safe disposal of supplies used for procedures
		3.3	Support the individual to record measurements and store records safely
4.	Be able to monitor health care procedures undertaken by individuals	4.1	Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
		4.2	Record and report any adverse reactions or other concerns, in line with agreed ways of working
		4.3	Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Others may include:			
team members			

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

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

Title:		Support individuals to meet personal care needs	
		L/616/4641	
Level:		2	
Credit value:		2	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1	Encourage the individual to communicate their needs, preferences and personal beliefs affecting their personal care
		1.2	Establish the level and type of support and individual needs for personal care
		1.3	Agree with the individual how privacy will be maintained during personal care
2.	Be able to provide support for personal care	2.1	Obtain valid consent for activities
		2.2	Support the individual to understand the reasons for hygiene and safety precautions
		2.3	Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
		2.4	Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
		2.5	Describe ways to ensure the individual can summon help when alone during personal care
		2.6	Ensure safe disposal of waste materials
3.	Be able to support individuals to use the toilet	3.1	Provide support for the individual to use toilet facilities in ways that respect dignity
		3.2	Support the individual to make themselves clean and tidy after using toilet facilities
		3.3	Support the individual to wash their hands after using the toilet
4.	Be able to support individuals to maintain personal hygiene	4.1	Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
		4.2	Ensure toiletries, materials and equipment are within reach of the individual
		4.3	Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation
5.	Be able to support individuals to manage their personal appearance	5.1	Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation
		5.2	Encourage the individual to keep their clothing and personal care items clean, safe and secure
6.	Be able to monitor and report on support for personal care	6.1	Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
		6.2	Monitor personal care functions and activities in agreed ways
		6.3	Record and report on an individual's personal care in agreed ways
Assessment requirements:			

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

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

Preferences may be based on:

- beliefs
- values
- culture

Valid consent must be in line with agreed UK country definition

Others may include:

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

Title:		Understand mental well-being and mental health promotion	
		R/616/4060	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1	Evaluate two different views on the nature of mental well-being and mental health
		1.2	Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: • biological factors • social factors • psychological factors • emotional factors
		1.3	Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health
2.	Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1	Explain the steps that an individual may take to promote their mental well-being and mental health
		2.2	Explain how to support an individual in promoting their mental well-being and mental health
		2.3	Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
		2.4	Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
		2.5	Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community

Assessment requirements:

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

Life span – learners are expected to demonstrate their understanding of how factors arising from individuals’ early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Risk factors: including inequalities, poor quality social relationships

Protective factors: including socially valued roles, social support and contact

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

Title:		Causes and spread of infection	
		Y/616/4061	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the causes of infection	1.1	Identify the differences between bacteria, viruses, fungi and parasites
		1.2	Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
		1.3	Describe what is meant by infection and colonisation
		1.4	Explain what is meant by systemic infection and localised infection
		1.5	Identify poor practices that may lead to the spread of infection
		1.6	Identify how an understanding of poor practices, can be applied to own professional practice
2.	Understand the transmission of infection	2.1	Explain the conditions needed for the growth of micro-organisms
		2.2	Explain the ways an infective agent might enter the Body
		2.3	Identify common sources of infection
		2.4	Explain how infective agents can be transmitted to a person
		2.5	Identify the key factors that will make it more likely that infection will occur
		2.6	Discuss the role of a national public health body in communicable disease outbreaks
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			
Poor practices: soiled linen and clinical waste should be covered for 1.5 and 1.6			

Title:		Dementia awareness	
		R/616/4642	
Level:		2	
Credit value:		2	
Guided learning hours:		7	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand dementia	1.1	Define the term 'dementia'
		1.2	Describe key functions of the brain that are affected by dementia
		1.3	Explain why depression, delirium and age-related memory impairment may be mistaken for dementia
2.	Understand models of dementia	2.1	Outline the medical model of dementia
		2.2	Outline the social model of dementia
		2.3	Explain why dementia should be viewed as a disability
3.	Know types of dementia and their causes	3.1	List causes of dementia
		3.2	Describe signs and symptoms of dementia
		3.3	Identify causal risk factors for types of dementia
4.	Understand an individual's experience of dementia	4.1	Describe how individuals may experience living with dementia
		4.2	Outline the impact that the attitudes and behaviours of others may have on an individual with dementia
Assessment requirements:			
This unit must be assessed in accordance with Skills for Health Assessment Principles			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Experience living with dementia: depending on age, type of dementia, and level of ability and disability			
Others may include:			
• team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates			

Title:		Move and position individuals in accordance with their care plan	
		K/616/4159	
Level:		2	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals	1.1	Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals
		1.2	Summarise own responsibilities and accountability in relation to moving and positioning individuals
		1.3	Describe health and safety factors in relation to moving and positioning individuals
2.	Understand anatomy and physiology in relation to moving and positioning individuals	2.1	Outline the anatomy and physiology of the human body in relation to moving and positioning individuals
		2.2	Describe the impact of specific conditions on the movement and positioning of an individual
3.	Be able to minimise risk before moving and positioning individuals	3.1	Carry out preparatory checks using: - the individual's care plan - the moving and handling risk assessment
		3.2	Identify any immediate risks to the individual
		3.3	Describe the action to take in relation to identified Risks
		3.4	Describe the action to take if the individual's wishes conflict with their care plan
		3.5	Prepare the environment ensuring: - adequate space for the move - potential hazards are removed
		3.6	Apply standard precautions for infection control
4.	Be able to move and position an individual	4.1	Confirm the individual's identity and obtain valid consent
		4.2	Communicate with the individual in a manner which: - provides relevant information - addresses needs and concerns - provides support and reassurance - is respectful of personal beliefs and preferences
		4.3	Position the individual in accordance with their care plan
		4.4	Communicate effectively with others involved in the manoeuvre
		4.5	Describe the aids and equipment that may be used for moving and positioning
		4.6	Use equipment to maintain the individual in the appropriate position
		4.7	Encourage the individual's active participation in the manoeuvre
		4.8	Monitor the individual throughout the activity
		4.9	Record and report the activity noting when the next positioning manoeuvre is due

5.	Know when to seek advice and/or assistance from others when moving and positioning an individual	5.1	Describe when advice and/or assistance should be sought in relation to moving or positioning an individual
		5.2	Describe sources of information available in relation to moving and positioning individuals

Assessment requirements:**This unit must be assessed in accordance with Skills for Health Assessment Principles**

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

Experience living with dementia: depending on age, type of dementia, and level of ability and disability

Others may include:

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

Title:		Support individuals to manage continence	
		Y/616/4643	
Level:		2	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors that affect the management of continence	1.1	Explain how continence can affect an individual's self- esteem, health and day to day activities
		1.2	List conditions that can affect continence
		1.3	Explain how continence issues can be transient in individuals
		1.4	Explain how the personal beliefs and values of an individual or their carers may affect the management of continence
		1.5	Describe ways to respect an individual's privacy whilst managing continence
2.	Be able to support individuals and their carers to manage continence issues	2.1	Encourage an individual and their carers to express preferences and concerns about continence needs
		2.2	Support the individual and their carers to understand the effects of lifestyle on continence
		2.3	Explain how and when to access additional support in relation to the management of continence
3.	Be able to support the use of equipment to manage continence	3.1	Access information about continence equipment recommended for the individual
		3.2	Agree with the individual and their carers preferred times and places for using continence equipment
		3.3	Agree the level and type of support required for use of continence equipment
		3.4	Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote active participation
4.	Be able to maintain infection control when supporting individuals to manage continence	4.1	Identify risks that may arise while supporting individuals and their carers to manage continence
		4.2	Encourage the individual and their carers to maintain personal hygiene whilst managing continence
		4.3	Use protective equipment, protective clothing and hygiene techniques to minimise risks
		4.4	Dispose of used equipment and soiled materials
		4.5	Ensure the environment is clean, tidy and accessible before and after use
5.	Be able to monitor, record and report on support for managing continence	5.1	Monitor, record and report on support for managing continence

Assessment requirements:

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

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

Conditions may include:

- congenital structural problems
- disorders which affect nerve function of the bladder
- overactive bladder disorder
- Enuresis/soiling
- caffeine/fizzy drinks
- Polyuria

Preferences may be based on:

- beliefs
- values
- culture

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

Title:		Obtain and test specimens from individuals	
		D/616/4644	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1	Outline current legislation, national guidelines, organisational policies and protocols which affect working practice
		1.2	Identify the hazards and other consequences related to incorrect labelling of specimens
2.	Understand the processes involved in obtaining and testing specimens from individuals	2.1	Identify the different types of specimens that may be obtained
		2.2	Describe the tests and investigations that may be carried out upon the specimens
		2.3	Identify the correct equipment and materials used in the collection and transport of specimens
3.	Be able to prepare to obtain specimens from individuals	3.1	Introduce yourself to the individual, and confirm the individual's identity
		3.2	Explain the procedure and obtain valid consent
		3.3	Ensure the individual's privacy and dignity is maintained at all times
		3.4	Identify any aspects of the individual's ethnic and religious background which might affect the procedure
		3.5	Communicate with the individual in a medium appropriate to their needs and preferences
		3.6	Demonstrate that the required preparations have been completed, including materials and equipment
4.	Be able to obtain specimens from individuals	4.1	Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves
		4.2	Describe possible problems in collecting specimens and how and when these should be reported
		4.3	Demonstrate the correct collection, labelling and storage of specimens
		4.4	Complete and attach relevant documentation
5.	Be able to test specimens	5.1	Explain tests for a range of specimens obtained
		5.2	Demonstrate appropriate health and safety measures relevant to the procedure and environment
6.	Be able to report on the outcomes on the test of specimens	6.1	Demonstrate the correct process for reporting and recording test results
		6.2	Describe the actions to be taken when the results are outside the normal range
		6.3	Communicate test results in accordance with agreed ways of working
		6.4	Describe why it is important to understand the implications the test results may have on the individual
Assessment requirements:			

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

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

Valid consent must be in line with agreed UK country definition

Environment to Include:

- standard precautions for infection prevention and control
- use of PPE

Title:		Understand mental health problems	
		D/616/4062	
Level:		3	
Credit value:		3	
Guided learning hours:		16	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the types of mental ill health	1.1	Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: • mood disorders, • personality disorders, • anxiety disorders, • psychotic disorders, • substance-related disorders, • eating disorders, • cognitive disorders
		1.2	Explain the key strengths and limitations of the psychiatric classification system
		1.3	Explain alternative frameworks for understanding mental distress
		1.4	Explain indicators of mental ill health
2.	Understand the impact of mental ill health on individuals and others in their social network	2.1	Explain how individuals experience discrimination
		2.2	Explain the effects mental ill health may have on an individual
		2.3	Explain the effects mental ill health may have on those in the individual's familial, social or work network
		2.4	Explain how to intervene to promote an individual's mental health and well-being

Assessment requirements:

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

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

Assessment criteria 2.2 and 2.3 should cover: Effects:

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts

Title:		Prepare individuals for healthcare activities	
		H/616/4645	
Level:		2	
Credit value:		2	
Guided learning hours:		9	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an individual for healthcare activities
		1.2	Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities
2.	Be able to prepare individuals for healthcare activities	2.1	Greet the individual, introduce yourself and own role
		2.2	Confirm the individual's identity, explain the activity to be undertaken and obtain valid consent
		2.3	Maintain the individual's privacy and dignity at all times
		2.4	Apply standard precautions for infection prevention and control
		2.5	Confirm that the individual has complied with any pre-procedural instruction
		2.6	Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences
		2.7	Respond to any questions the individual may have, referring to others when required
		2.8	Prepare the individual for the healthcare activity in accordance to the requirements of the activity
		2.9	Explain how to respond to any issue or emergency situation that arises
3.	Be able to record and report healthcare activities	3.1	Record information in line with national and local policy and protocol
		3.2	Describe how to report any issues that arise to the relevant person
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in the real work setting.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Valid consent must be in line with agreed UK country definition			
Preferences may be based on:			
• beliefs • values • culture			
Others may include:			

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

AC2.8 ensuring:

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

Title:		Assist the practitioner to carry out health care activities	
		K/616/4646	
Level:		2	
Credit value:		2	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities	1.1	Summarise own roles, responsibilities and accountability with regard to: • current legislation • national guidelines • policies, protocols and good practice guidelines
2.	Be able to assist the practitioner in carrying out health care activities	2.1	Identify the information needed by the practitioner: • prior to carrying out health care activities • during health care activities
		2.2	Confirm the identity of the individual
		2.3	Confirm valid consent has been obtained
		2.4	Carry out tasks as required by the practitioner, the care plan and own scope of practice
		2.5	Communicate information to other team members while maintaining confidentiality
		2.6	Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements
		2.7	Collaborate during activities that require team work
		2.8	Record information as directed by the practitioner in line with national and local policy
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner Health care activities could include clinical or therapeutic activities			

Title:		Provide support to manage pain and discomfort	
		D/616/4157	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand approaches to managing pain and discomfort	1.1	Explain the importance of a holistic approach to managing pain and discomfort
		1.2	Describe different approaches to alleviate pain and minimise discomfort
		1.3	Outline 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 well-being and communication
		2.2	Encourage an individual to express their discomfort or pain
		2.3	Explain how to recognise that an individual is in pain when they are not able to verbally communicate this
		2.4	Support carers to recognise when individuals are in pain or discomfort
		2.5	Explain how to evaluate pain levels using assessment tools in own area of work
		2.6	Encourage an individual and their carers to use self-help methods of pain control
		2.7	Assist an individual to be positioned safely and comfortably
		2.8	Carry out agreed measures to alleviate pain and Discomfort
3.	Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1	Carry out required monitoring activities relating to management of an individual's pain or discomfort
		3.2	Complete records in line with agreed ways of working
		3.3	Report findings and concerns as required

Assessment requirements:

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

Learning outcomes 2 and 3 must be assessed in a real work situation.

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

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

Assessment tools includes the use of pain scores

Title:		Select and wear appropriate personal protective equipment for work in healthcare settings	
		M/616/4647	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	1.1	Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings
		1.2	Explain standard precautions for infection prevention and control which affect own practice in • preparing for work • dressing for work
		1.3	Explain how and when to cleanse own hands in line with local policy and protocol
		1.4	Explain the importance of maintaining a professional appearance and presentation
		1.5	Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting
2.	Be able to select and use personal protective equipment (PPE) in a healthcare setting	2.1	Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken
		2.2	Wear PPE in the designated work area only according to own role and procedures to be undertaken
		2.3	Describe how PPE may become unsuitable for use including the actions to take if this happens
		2.4	Remove and dispose of PPE in line with local policy and protocol
		2.5	Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation
		2.6	Describe the importance of promptly reporting reduction in stocks of PPE
		2.7	Explain when synthetic non-powdered un-sterile gloves and apron should be used
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			

Title:		Monitor and maintain the environment and resources during and after health care activities	
		T/616/4648	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the procedures for monitoring and maintaining the environment and resources	1.1	Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability
		1.2	Identify the procedures relating to monitoring the environment during specific health care activities in own work practice
		1.3	Identify the resources needed during specific health care activities in own work practice
		1.4	Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice
		1.5	Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled
2.	Be able to operate equipment	2.1	Explain the importance of ensuring equipment is safe to use
		2.2	Apply standard precautions for infection control when handling equipment
		2.3	Implement health and safety measures when handling equipment
		2.4	Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice
3.	Be able to monitor and maintain the environment and resources	3.1	Maintain environmental conditions at the levels required by the activity
		3.2	Replenish and replace resources as required for the Activity
		3.3	Explain the importance of checking resources are of the correct quality and quantity for the activity
		3.4	Return unused and/or surplus resources to the correct storage location
		3.5	Store resources in line with local policy or protocol at the end of the activity
		3.6	Maintain monitoring records in line with national and local policies and protocols
4.	Be able to clean resources in own work area	4.1	Maintain the levels of cleanliness required in own work area
		4.2	Clean fixed resources after use in line with national and local policies and protocols
		4.3	Clean reusable resources and make safe prior to Storage
		4.4	Dispose of waste in line with national and local policy
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles			

Health care activities could include clinical or therapeutic activities

Resources are all equipment, items or materials used to undertake activities

Title:		The principles of infection prevention and control	
		Y/616/4058	
Level:		2	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own and others roles and responsibilities in the prevention and control of infections	1.1	Explain employees' roles and responsibilities in relation to the prevention and control of infection
		1.2	Explain employers' responsibilities in relation to the prevention and control of infection
2.	Understand legislation and policies relating to prevention and control of infections	2.1	Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
		2.2	Identify local and organisational policies relevant to the prevention and control of infection
3.	Understand systems and procedures relating to the prevention and control of infections	3.1	Describe procedures and systems relevant to the prevention and control of infection
		3.2	Explain the potential impact of an outbreak of infection on the individual and the organisation
4.	Understand the importance of risk assessment in relation to the prevention and control of infections	4.1	Define the term risk
		4.2	Outline potential risks of infection within the workplace
		4.3	Describe the process of carrying out a risk assessment
		4.4	Explain the importance of carrying out a risk Assessment
5.	Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1	Demonstrate correct use of PPE
		5.2	Identify different types of PPE
		5.3	Explain the reasons for use of PPE
		5.4	State current relevant regulations and legislation relating to PPE
		5.5	Describe employees' responsibilities regarding the use of PPE
		5.6	Describe employers' responsibilities regarding the use of PPE
		5.7	Describe the correct practice in the application and removal of PPE
		5.8	Describe the correct procedure for disposal of used PPE
6.	Understand the importance of good personal hygiene in the prevention and control of infections	6.1	Describe the key principles of good personal hygiene
		6.2	Demonstrate good hand washing technique
		6.3	Identify the correct sequence for hand washing
		6.4	Explain when and why hand washing should be carried out
		6.5	Describe the types of products that should be used for hand washing
		6.6	Describe correct procedures that relate to skincare
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			

Title:		Contribute to the effectiveness of teams	
		M/616/4826	
Level:		2	
Credit value:		2	
Guided learning hours:		5	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of own role and how it contributes to the team performance	1.1	Describe the team's overall objectives and purpose
		1.2	Explain how own role and responsibilities contribute to team activities, objectives and purposes
		1.3	Identify other team members, their roles and responsibilities within the team
		1.4	Explain their activities and ideas to other members in the team
2.	Be able to reflect on own performance	2.1	Use feedback or suggestions from others to enable them to improve own practice within the team
		2.2	Propose suggestions or ideas to benefit team members and improve team working
		2.3	Undertake development and learning to interact with the team more effectively
3.	Be able to manage time and commitments effectively	3.1	Fulfil own commitments to other team members within agreed timescales and according to overall work priorities
		3.2	Inform appropriate team members when commitments cannot be fulfilled within specified timescales
4.	Be able to establish effective working relationships with all members of the team	4.1	Behave towards other team members in a way that supports the effective functioning of the team
		4.2	Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			

Title:		Support individuals who are distressed	
		M/616/4244	
Level:		2	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand causes and effects of distress on individuals	1.1	Identify causes of distress
		1.2	Describe signs that may indicate an individual is distressed
		1.3	Explain how distress may affect the way an individual communicates
2.	Understand potential impacts on own well-being when supporting an individual who is distressed	2.1	Explain how supporting an individual who is distressed may impact on own well being
		2.2	Identify sources of support to manage own feelings when supporting an individual who is distressed
3.	Be able to prepare to support individuals who are experiencing distress	3.1	Access information and advice in relation to supporting an individual who is distressed
		3.2	Recognise signs of distress that indicate the need for specialist intervention
		3.3	Describe how to access specialist intervention
4.	Be able to support individuals who are experiencing distress	4.1	Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual
		4.2	Work in ways to alleviate immediate distress
		4.3	Respond to the individual's reactions
		4.4	Involve others when supporting an individual who is distressed
5.	Be able to support individuals to manage distress	5.1	Encourage the individual to express thoughts and feelings
		5.2	Work with the individual and others to identify triggers for distress
		5.3	Work with an individual and others to manage triggers or alleviate causes of distress
		5.4	Encourage the individual to review ways of coping with distress
6.	Be able to record and report on an individual's distress	6.1	Maintain records relating to the individual's distress and the support provided
		6.2	Report on periods of distress in line with agreed ways of working
Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles.			
Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Sources of support may include:			
• formal support • informal support • supervision			

- appraisal
- within the organisation
- beyond the organisation

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Title:		Support individuals undergoing healthcare activities	
		A/616/4649	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand healthcare activities in order to support individuals	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities
		1.2	Describe anatomy and physiology in relation to the healthcare activity
		1.3	Explain the purposes and use of medical equipment and devices required for the procedure
		1.4	Explain the roles and responsibilities of team members
		1.5	State protection/precautionary measures: • for the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures
		1.6	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
		1.7	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity
2.	Be able to prepare individuals to undergo healthcare activities	2.1	Introduce self and confirm the individual's identity
		2.2	Explain the procedure to the individual and relevant others
		2.3	Confirm that valid consent has been obtained
		2.4	Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities
		2.5	Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities
		2.6	Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences
		2.7	Refer any concerns or questions to others if unable to answer
		2.8	Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times
3.	Be able to support individuals undergoing healthcare activities	3.1	Inform and reassure individuals
		3.2	Apply standard precautions for infection prevention and control
		3.3	Apply health and safety measures relevant to the healthcare activity and environment
		3.4	Recognise any ill effects or adverse reactions
		3.5	Take actions in response to any ill effects or adverse reactions

		3.6	Ensure that an individual's privacy and dignity are maintained at all times
4.	Be able to support individuals following the healthcare activities	4.1	Provide the individual with the facilities and support for the period of recovery
		4.2	Monitor an individual and recognise signs of ill effects or adverse reactions
		4.3	Take action in response to any ill effects or adverse reactions
		4.4	Give individuals and relevant others instructions and advice, within scope of own role
		4.5	Explain how to confirm any requirements for transport and escorts and make the necessary arrangements
		4.6	Make records appropriate to the role
		4.7	Maintain confidentiality of information in accordance with guidelines and procedures

Assessment requirements:

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

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

Relevant others may include:

- parent/s
- carer
- those with parental responsibility

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

Preferences may be based on:

- beliefs
- values
- culture

Title:		Support individuals to eat and drink	
		M/616/4650	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to support individuals to make choices about food and drink	1.1	Establish the individual's dietary requirements
		1.2	Establish with the individual and key people the food and drink the individual wishes to consume
		1.3	Encourage the individual to select suitable options for food and drink
		1.4	Describe ways to resolve any concerns about the choice of food and drink
		1.5	Describe how and when to seek guidance about an individual's choice of food and drink
2.	Be able to prepare to provide support for eating and drinking	2.1	Identify support an individual requires when eating and drinking
		2.2	Apply standard precautions for infection control
		2.3	Support the individual to prepare to eat and drink
		2.4	Provide suitable utensils to assist the individual to eat and drink
3.	Be able to provide support for eating and drinking	3.1	Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking
		3.2	Support the individual to consume manageable amounts of food and drink at their own pace
		3.3	Encourage the individual to eat and drink
		3.4	Support the individual to clean themselves if food or drink is spilt
		3.5	Respond to an individual's feedback or observed reactions while eating and drinking
4.	Be able to clear away after eating and drinking	4.1	Explain why it is important to be sure that an individual has finished eating and drinking before clearing away
		4.2	Confirm that the individual has finished eating and drinking
		4.3	Clear away used crockery and utensils in a way that promotes active participation
		4.4	Support the individual to wash their hands and make themselves clean and tidy after eating and drinking
		4.5	Store or dispose any left-over food and drink
5	Be able to monitor eating and drinking and the support provided	5.1	Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
		5.2	Monitor, record and report - the food and drink the individual consumes - any issues or concerns in relation to the individual and their eating and drinking
		5.3	Report support provided for eating and drinking
Assessment requirements:			
This unit must be assessed in accordance with Skills for Health Assessment Principles.			

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

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

Title:		Contribute to monitoring the health of individuals affected by health conditions	
		T/616/4651	
Level:		2	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand monitoring of the health of individuals affected by health conditions	1.1	Explain the importance of monitoring the health of individuals affected by a health condition
		1.2	Describe ways in which the health of individuals can be monitored
2.	Be able to carry out observations of the health of individuals affected by health conditions	2.1	Identify what observations have been agreed to monitor the health condition of an individual
		2.2	Carry out required observations in ways that: • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3.	Be able to record and report on observations	3.1	Identify requirements for recording and reporting on changes in the individual's condition and well-being
		3.2	Record required indicators of an individual's condition
		3.3	Report changes in the individual's condition
		3.4	Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4.	Be able to respond to changes in an individual's condition	4.1	Take immediate action when changes in an individual's health cause concern
		4.2	Work with others to review information about changes in an individual's health
		4.3	Clarify own understanding about changes to requirements for monitoring
		4.4	Implement required changes to monitoring processes

Assessment requirements:

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Health may include aspects that affect:

- physical health
- psychological well-being

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

Observations may include:

- informal observations
- physical measurements
- other agreed ways of monitoring

Others may include:

- the individual
- family members
- line manager
- other professionals
- others who are important to the individual's well-being

Title:		Cleaning, decontamination and waste management	
		D/616/4059	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to maintain a clean environment	1.1	State the general principles for environmental cleaning
		1.2	Explain the purpose of cleaning schedules
		1.3	Describe how the correct management of the environment minimises the spread of infection
		1.4	Explain the reason for the national policy for colour coding of cleaning equipment
2.	Understand the principles and steps of the decontamination process	2.1	Describe the three steps of the decontamination process
		2.2	Describe how and when cleaning agents are used
		2.3	Describe how and when disinfecting agents are used
		2.4	Explain the role of personal protective equipment (PPE) during the decontamination process
		2.5	Explain the concept of risk in dealing with specific types of contamination
		2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate
		2.7	Describe how equipment should be cleaned and stored
3.	Understand the importance of good waste management practice	3.1	Identify the different categories of waste and the associated risks
		3.2	Explain how to dispose of the different types of waste safely and without risk to others
		3.3	Explain how waste should be stored prior to collection
		3.4	Identify the legal responsibilities in relation to waste management
		3.5	State how to reduce the risk of sharps injury
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.			

Title:		Principles of health promotion	
		A/616/4652	
Level:		2	
Credit value:		2	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Describe factors that influence health	1.1	Define concepts of health and health promotion
		1.2	Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health
		1.3	Explore national health policies and local initiatives
2.	Explore behaviour change	2.1	Outline theories of behaviour change
		2.2	Discuss factors that influence behaviour change
		2.3	Investigate barriers to change
3.	State the role of effective communication in health promotion	3.1	Identify appropriate and inappropriate methods of communication
		3.2	Outline the range of health promotion communication methods
		3.3	Discuss the effectiveness of health promotion materials
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			

Title:		Promotion of general health and well-being	
		F/616/4653	
Level:		2	
Credit value:		2	
Guided learning hours:		12	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Describe methods of health promotion planning	1.1	Outline the stages of a health promotion project
		1.2	Distinguish between aims and objectives
		1.3	Explain the importance of needs assessments
2.	Identify opportunities for the practical application of health promotion	2.1	Recognise appropriate applications of own health promotion knowledge
		2.2	Identify opportunities for health promotion within own workplace
		2.3	Outline strategies for health promotion opportunities
3.	Outline the scientific basis of health promotion	3.1	Describe the evidence available for the cause(s) of one body system-related disease
		3.2	Identify the effect of this disease on general health and well-being
		3.3	Review current methods of disease prevention
		3.4	State appropriate health promotion messages
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.			

Title:	Contribute to the care of a deceased person	
	J/616/4654	
Level:	2	
Credit value:	3	
Guided learning hours:	24	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Know the factors that affect how individuals are cared for after death	1.1	Outline legal requirements and agreed ways of working that underpin the care of deceased individuals
	1.2	Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for
	1.3	Identify the physical changes that take place after death and how this may affect laying out and moving individuals
	1.4	Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
	1.5	Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
2. Be able to contribute to supporting those who are close to deceased individuals	2.1	Describe the likely immediate impact of an individual's death on others who are close to the deceased individual
	2.2	Support others immediately following the death of the individual in ways that: • reduce their distress • respect the deceased individual
3. Be able to contribute to preparing deceased individuals prior to transfer	3.1	Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences
	3.2	Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death
	3.3	Follow agreed ways of working to ensure that the deceased person is correctly identified
	3.4	Prepare the deceased individual in a manner that respects their dignity, beliefs and culture
	3.5	Apply standard precautions for infection control during preparation of the deceased individual
	3.6	Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements
4. Be able to contribute to transferring deceased individuals	4.1	Contact appropriate organisations
	4.2	Carry out agreed role in transferring the deceased individual
	4.3	Record details of the care and transfer of the deceased individual
5. Be able to manage own feelings in relation to the death of individuals	5.1	Identify ways to manage own feelings in relation to an individual's death
	5.2	Access support systems to deal with own feelings in relation to an individual's death

Assessment requirements:

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

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

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

Preferences may be based on:

- beliefs
- values
- culture

Title:		Undertake physiological measurements	
		K/616/4064	
Level:		3	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1	Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2.	Understand the physiological states that can be measured	2.1	Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
		2.2	Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
		2.3	Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
		2.4	Explain the principles of pulse rates to include: • 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
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
		2.6	Explain the major factors that influence changes in physiological measurements
		2.7	Explain the importance of undertaking physiological measurements
		2.8	Explain how physiological measurements may need to be adapted for the individual
3.	Be able to prepare to take physiological measurements	3.1	Explain to the individual what measurements will be undertaken and why these are done
		3.2	Reassure the individual during physiological measurements process
		3.3	Answer questions and deal with concerns during physiological measurements process
		3.4	Explain the help individuals may need before taking their physiological measurements
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking

			physiological measurements
		3.6	Ensure all materials and equipment to be used are appropriately prepared
		3.7	Confirm the individual's identity and obtain valid consent
4.	Be able to undertake physiological measurements	4.1	Apply standard precautions for infection prevention and control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
		4.4	Monitor the condition of the individual throughout the measurement
		4.5	Respond to any significant changes in the individual's condition
		4.6	Follow the agreed process when unable to obtain or read a physiological measurement
		4.7	Identify any issues outside own responsibility and refer these to other colleagues
5	Be able to record and report results of physiological measurements	5.1	Explain the necessity for recording physiological measurements
		5.2	Explain a few common conditions which require recording of physiological measurements
		5.3	Demonstrate the correct process for reporting measurements that fall outside the normal levels
		5.4	Record physiological measurements taken accurately using the correct documentation

Assessment requirements:

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

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Physiological measurements may need to be adapted for the individual depending on their:

- size
- age
- stage of development

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

Valid consent must be in line with agreed UK country definition

Title:		Undertake agreed pressure area care	
		H/616/4158	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
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 sores
		1.2	Identify pressure sites of the body
		1.3	Identify factors which might put an individual at risk of skin breakdown and pressure sores
		1.4	Describe how incorrect handling and moving techniques can damage the skin
		1.5	Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
		1.6	Describe changes to an individual's skin condition that should be reported
2.	Understand good practice in relation to own role when undertaking pressure area care	2.1	Identify legislation and national guidelines affecting pressure area care
		2.2	Describe agreed ways of working relating to pressure area care
		2.3	Describe why team working is important in relation to providing pressure area care
3.	Be able to follow the agreed care plan	3.1	Describe why it is important to follow the agreed care plan
		3.2	Ensure the agreed care plan has been checked prior to undertaking the pressure area care
		3.3	Identify any concerns with the agreed care plan prior to undertaking the pressure area care
		3.4	Describe actions to take where any concerns with the agreed care plan are noted
		3.5	Identify the pressure area risk assessment tools which are used in own work area
		3.6	Explain why it is important to use risk assessment tools
4.	Understand the use of materials, equipment and resources that are available when undertaking pressure area care	4.1	Identify a range of aids or equipment used to relieve pressure
		4.2	Describe safe use of aids and equipment
		4.3	Identify where up-to-date information and support can be obtained about: • materials • equipment • resources
5.	Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines
		5.2	Obtain valid consent for the pressure area care
6.	Be able to undertake pressure area care	6.1	Carry out pressure area care procedure in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort

		• promotes active participation • promotes partnership working
	6.2	Apply standard precautions for infection prevention and control
	6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing
	6.4	Move an individual using approved techniques and in accordance with the agreed care plan
	6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions
	6.6	Communicate effectively with the individual throughout the intervention
	6.7	Complete all records and documentation accurately and legibly

Assessment requirements:

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

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

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

Valid consent must be in line with agreed UK country definition

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

Title:		Obtain and test capillary blood samples	
		J/616/4072	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2.	Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1	Describe the structure and purpose of capillary blood vessels
		2.2	Explain blood clotting processes and the factors that influence blood clotting
3.	Be able to prepare to obtain capillary blood samples	3.1	Confirm the individual's identity and obtain valid consent
		3.2	Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences and age
		3.3	Provide support and reassurance to address the individual's needs and concerns
		3.4	Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences
4.	Be able to obtain capillary blood samples	4.1	Apply health and safety measures relevant to the procedure and environment
		4.2	Apply standard precautions for infection prevention and control
		4.3	Describe the different reasons for obtaining capillary blood samples
		4.4	Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual
		4.5	Use the selected materials, equipment and containers/slides in accordance with agreed procedures
		4.6	Obtain blood samples in the correct sequence when obtaining multiple samples
		4.7	Ensure stimulation of blood flow
		4.8	Select alternative sites where necessary
		4.9	Carry out the correct procedure for encouraging closure and blood clotting at the site
		4.10	Respond to any indication of an adverse reaction, complication or problem during the procedure
		4.11	Explain the correct process for labelling and other protocols in relation to blood samples
		4.12	Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
5.	Be able to test and record the results of blood samples	5.1	Test the sample using the approved method in line with organisational procedure
		5.2	Describe normal or expected results for particular

			tests
		5.3	Recognise and interpret normal, expected and abnormal results
		5.4	Ensure that results are passed on to an appropriate staff member for interpretation as required
		5.5	Record results fully and accurately and forward according to local requirements
6.	Be able to pass on the results of blood samples	6.1	Communicate the results of the tests and any further action required to the individual
		6.2	Respond to questions and concerns from individuals, providing accurate information
		6.3	Refer issues outside own responsibility to an appropriate staff member

Assessment requirements:

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

Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Valid consent must be in line with agreed UK country definition

Preferences may be based on:

- beliefs
- values
- • culture

Title:		Support individuals at the end of life	
		M/616/4082	
Level:		3	
Credit value:		6	
Guided learning hours:		50	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the aims and principles of end of life care	1.1	Explain the aims and principles of end of life care
		1.2	Analyse the impact of national and local drivers on current approaches to end of life care
		1.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
		1.4	Identify the key people and services who may be involved in delivery of end of life care
		1.5	Explain the concept of holistic care at the end of life
		1.6	Describe the triggers that suggest individuals are nearing the end of life
2.	Understand factors affecting end of life care	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
		2.2	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
		2.3	Explain why support for an individual's health and well-being may not always relate to their terminal condition
3.	Understand advance care planning in relation to end of life care	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
		3.2	Explain the purpose of advance care planning in relation to end of life care
		3.3	Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning outside of own
4.	Be able to provide support to individuals and key people during end of life care	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying
		4.2	Provide support for the individual and key people that respects their beliefs, religion and culture
		4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
		4.4	Provide information to the individual and/or key people about the individual's illness and the support available
		4.5	Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies

		4.6	Contribute to partnership working with key people to support the individual's well-being
5.	Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1	Explain why support for spiritual needs may be especially important at the end of life
		5.2	Describe a range of sources of support to address the needs of individuals and key people at the end of life
6.	Be able to support individuals through the process of dying	6.1	Carry out own role in an individual's care
		6.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
		6.3	Adapt support to reflect the individual's changing needs or responses
7.	Be able to take action following the death of individuals	7.1	Explain why it is important to know about an individual's wishes for their after-death care
		7.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
		7.3	Describe ways to support key people immediately following an individual's death
8.	Be able to manage own feelings in relation to the dying or death of individuals	8.1	Identify ways to manage own feelings in relation to an individual's dying or death
		8.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death

Assessment requirements:

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

Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Key people may include:

- family members
- friends
- others who are important to the wellbeing of the individual

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

Wellbeing may include aspects that are:

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

Title:		Provide support for sleep	
		L/616/4655	
Level:		2	
Credit value:		2	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of sleep	1.1	Explain how sleep contributes to an individual's well-being
		1.2	Identify reasons why an individual may find it hard to sleep
		1.3	Describe the possible short-term and long-term effects on an individual who is unable to sleep well
2.	Be able to establish conditions suitable for sleep	2.1	Describe conditions likely to be suitable for sleep
		2.2	Minimise aspects of the environment likely to make sleep difficult for an individual
		2.3	Adjust own behaviour to contribute to a restful environment
		2.4	Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3.	Be able to assist an individual to sleep	3.1	Explain the importance of a holistic approach to assisting sleep
		3.2	Encourage the individual to communicate the support they need to sleep
		3.3	Assist the individual to find a position for sleep consistent with their plan of care
		3.4	Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working
4.	Be able to monitor sleep	4.1	Establish with the individual and others how sleep will be monitored
		4.2	Record agreed observations relating to the individual's sleep and the assistance given
5.	Know how to access information and advice about difficulties with sleep	5.1	Describe situations in which additional information or assistance about sleep would be needed
		5.2	Explain how to access additional information and assistance
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers			

Title:		Support individuals with specific communication needs	
		A/616/4179	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand an individual's specific communication needs	1.1	Explain the importance of meeting an individual's communication needs
		1.2	Explain how and when to access information and support in relation to communication needs
		1.3	Explain how own role and practice can impact on communication with an individual who has specific communication needs
		1.4	Identify a range of communication methods and aids to support individuals to communicate
		1.5	Analyse features of the environment that impact on communication
		1.6	Explain reasons why an individual may use a form of communication that is not based on a formal language system
		1.7	Describe the potential effects on an individual of having unmet communication needs
2.	Understand how to support the use of communication technology and aids	2.1	Identify specialist services relating to communication technology and aids
		2.2	Describe types of support that an individual may need in order to use communication technology and aids
		2.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly
3.	Be able to contribute to identifying and addressing specific communication needs of individuals	3.1	Work in partnership with the individual and others to identify the individual's communication needs
		3.2	Contribute to identifying communication methods or aids to meet the individual's communication needs
4.	Be able to interact with individuals using their preferred communication method	4.1	Prepare the environment to facilitate communication
		4.2	Use agreed methods of communication to interact with the individual
		4.3	Monitor the individual's responses during and after the interaction
		4.4	Adapt own practice to improve communication with the individual
5.	Be able to promote communication between individuals and others	5.1	Support the individual to develop communication methods
		5.2	Provide opportunities for the individual to communicate with others
		5.3	Support others to be understood by the individual
		5.4	Support others to understand the individual
6.	Be able to review an individual's communication needs and the support provided	6.1	Collate information in relation to an individual's communication and the support provided
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided
		6.3	Work with others to support the continued development of communication

Assessment requirements:

This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

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

Communication needs may include: different language, hearing loss (both minor and major), learning difficulties, find speech difficult,

Examples of communication techniques – sign language, speed of verbal communication, volume of verbal communication, body language, written instead of verbal, listening

Title:		Contribute to the support of positive risk-taking for individuals	
		R/616/4656	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the importance of risk-taking in everyday life	1.1	Identify aspects of everyday life in which risk plays a part
		1.2	Outline the consequences for individuals of being prevented or discouraged from taking risks
		1.3	Explain how supporting individuals to take risks can enable them to have choice over their lives to: • gain in self-confidence • develop skills • take an active part in their community
2.	Understand the importance of positive, person-centred risk assessment	2.1	Explain how a person-centred approach to risk assessment can support positive outcomes
		2.2	Identify the features of a person-centred approach to risk assessment
3.	Know how legislation and policies are relevant to positive risk-taking	3.1	Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights
4.	Be able to support individuals to make informed choices about taking risks	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others
		4.2	Support the individual to access and understand information about risks associated with a choice they plan to make
		4.3	Support the individual to explore the potential positive and negative consequences of the options
		4.4	Support the individual to make an informed decision about their preferred option and the associated risks
		4.5	Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking
5.	Be able to contribute to the support of individuals to manage identified risks	5.1	Use an individual's support plan to record identified risks
		5.2	Support the individual to test out the risk they wish to take in line with agreed ways of working
		5.3	Explain the importance of working within the limits of own role and responsibilities
		5.4	Contribute to the review of risks in an individual's support plan
6.	Understand duty of care in relation to supporting positive risk-taking	6.1	Outline how the principle of duty of care can be maintained while supporting individuals to take risks
		6.2	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			

Title:		Understand the impact of acquired brain injury on individuals	
		Y/616/4657	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand acquired brain Injury	1.1	Describe what acquired brain injury is
		1.2	Identify possible causes of acquired brain Injury
2.	Understand the impact of an acquired brain injury on the individual	2.1	List initial effects of acquired brain injury on the individual
		2.2	Identify the long term effects of acquired brain injury to include • physical • functional • cognitive • behavioural
3.	Understand the specialist communication needs of an individual with acquired brain injury	3.1	Explain what is meant by the term dysphasia
		3.2	Explain what is meant by the term dysarthria
		3.3	Describe the communication challenges presented to the individual and self by • dysphasia • dysarthria
		3.4	Identify skills required to support an individual with specialist communication needs
4.	Understand the impact that personality changes can have on an individual and those providing support	4.1	Outline changes in personality that an individual may experience as a result of acquired brain injury
		4.2	Describe how lack of self-awareness may affect the individual
		4.3	Explain the impact of these changes on those providing support
5.	Understand the impact of challenging behaviour	5.1	Describe behaviours which may be considered challenging
		5.2	State what to do to avoid confrontation with someone who is emotionally agitated
		5.3	Describe how challenging behaviour impacts on own feelings and attitudes
		5.4	Identify what support is available to respond to challenging behaviour
		5.5	Describe how to report challenging behaviour

Title:		Support families of individuals with acquired brain injury	
		D/616/4658	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of working in a family centred way	1.1	Identify the family's needs and wishes
		1.2	Explain the importance of the family's needs being fully taken into consideration
2.	Understand the long term effects of acquired brain injury on the family	2.1	Describe changes that may occur for family and friends as a result of caring for an individual with acquired brain injury
		2.2	Identify the long term consequences on a family caring for an individual who is - minimally responsive - severe - mild to moderate as a result of acquired brain injury
		2.3	Describe the potential impact on families from: - Personality changes in the individual - Lack of self-awareness - The individual's increased dependence
3.	Be able to apply legislation that is relevant to carers of individuals with acquired	3.1	Identify the legislation and policy specific to carers
		3.2	Apply to own practice the key principles in legislation regarding carers
4.	Be able to support families and friends who hold the primary caring role	4.1	Communicate with the family to identify what supports they may need
		4.2	Demonstrate listening and communication skills when supporting primary carer(s)
		4.3	Contribute to the assessment of the primary carer's needs
		4.4	Identify any additional support needs with the primary carer(s)
		4.5	Record and report additional needs of primary carers
5.	Know the support available from other professionals and agencies	5.1	Identify professionals and agencies who will provide support to families of an individual with brain injury
		5.2	Explain when referrals would be made to other professionals or agencies
Assessment requirements:			
Learning outcomes 3 and 4 must be assessed in a real work environment			

Title:		Introductory awareness of autistic spectrum conditions	
		H/616/4659	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties	1.1	Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others
		1.2	Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships
		1.3	Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum
2.	Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	2.1	Explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests
		2.2	Describe why autism can be considered as a spectrum, encompassing individuals differing in the expression and severity of their symptoms
		2.3	Identify other conditions which may be associated with an autistic spectrum condition
		2.4	Outline the sensory difficulties experienced by many individuals with an autistic spectrum condition
3.	Understand the behaviours exhibited by some individuals with an autistic spectrum condition	3.1	Describe behavioural characteristics associated with autistic spectrum conditions
		3.2	Identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours
		3.3	Describe what to do if an individual is highly anxious or stressed
4.	Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	4.1	Explain why it is important to have in place structures and routines which match the wishes and needs of the individual
		4.2	Identify formal and informal support networks for an individual with an autistic spectrum condition
		4.3	Explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition
		4.4	Describe ways of ensuring that support provided is consistent, both within own approach and with that of others
		4.5	Describe how to contribute towards the learning of an individual with an autistic spectrum condition
5.	Understand how to communicate effectively with individuals on the autistic spectrum	5.1	Explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition
		5.2	Identify aspects of the environment that affect communication with an individual
		5.3	Describe how to reduce barriers to communication

			with an individual
		5.4	Outline the use of visual communication systems for individuals who have an autistic spectrum condition
		5.5	Identify who could provide advice about effective communication with an individual

Title:		Understand and implement a person-centred approach to the care and support of individuals with dementia	
		Y/616/4660	
Level:		2	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of a person-centred approach to dementia care and support	1.1	Explain what is meant by a person-centred approach
		1.2	Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support
2	Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach	2.1	Explain how information about personality and life history can be used to support an individual to live well with dementia
		2.2	Communicate with an individual with dementia using a range of methods that meet the individual's abilities and needs
		2.3	Involve an individual with dementia in identifying and managing risks for their care and support plan
		2.4	Involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences
3.	Be able to involve carers and others in the care and support of individuals with dementia	3.1	Explain how to increase a carer's understanding of dementia and a person-centred approach
		3.2	Demonstrate how to involve carers and others in the support of an individual with dementia

Title:		Equality, diversity and inclusion in dementia care practice	
		D/616/4661	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of equality, diversity and inclusion when working with individuals with dementia	1.1	Explain what is meant by: • diversity • equality • inclusion
		1.2	Explain why an individual with dementia has unique needs and preferences
		1.3	Describe how an individual with dementia may feel excluded
		1.4	Describe why it is important to include an individual with dementia in all aspects of care practice
		1.5	Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual
2.	Be able to apply a person-centred approach in the care and support of individuals with dementia	2.1	Demonstrate how an individual with dementia has been valued, included and able to engage in daily life
		2.2	Show how an individual's life history and culture has been taken into consideration to meet their needs
		2.3	Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences
		2.4	Demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences
3.	Be able to work with a range of individuals who have dementia to ensure diverse needs are met	3.1	Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met
		3.2	Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
		3.3	Describe how to use a person-centred approach with an individual with a learning disability and dementia
Assessment requirements:			
Learning outcomes 3 and 3 must be assessed in the workplace environment.			

Title:		Understand and meet the nutritional requirements of individuals with dementia	
		J/616/4153	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the nutritional needs that are unique to individuals with dementia	1.1	Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
		1.2	Explain how poor nutrition can contribute to an individual's experience of dementia.
		1.3	Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia
		1.4	Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink
		1.5	Explain why it is important to include a variety of food and drink in the diet of an individual with dementia
2.	Understand the effect that mealtime environments can have on an individual with dementia	2.1	Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
		2.2	Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink
		2.3	Describe how a person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink
3.	Be able to support an individual with dementia to enjoy good nutrition	3.1	Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
		3.2	Demonstrate how mealtimes for an individual with dementia are planned to support his/her ability to eat and drink
		3.3	Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
		3.4	Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia
Assessment requirements:			
Learning outcome 3 needs to be assessed in the workplace environment.			

Title:		Diabetes awareness	
		M/616/4146	
Level:		3	
Credit value:		6	
Guided learning hours:		46	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand diabetes and the associated implications	1.1	Define diabetes
		1.2	Identify prevalence rates for different types of diabetes
		1.3	Describe possible key long-term complications to health as a result of having diabetes
		1.4	Explain what is meant by the term hyperglycaemia
		1.5	Explain what is meant by the term hypoglycaemia
		1.6	Explain the procedure of referring an individual with diabetes to others
2.	Know the most common types of diabetes and their causes	2.1	Describe key features of Type 1 diabetes
		2.2	Describe key features of Type 2 diabetes
		2.3	List the most common possible causes of diabetes: • Type 1 • Type 2
		2.4	Describe the likely signs and symptoms of diabetes
		2.5	Outline contributing risk factors that may lead to the development of Type 2 diabetes
3.	Understand how to implement a person-centred approach when supporting individuals with diabetes	3.1	Define person-centred support
		3.2	Explain the importance of using individualised care plans to support individuals with diabetes
		3.3	Explain the care pathway for the individual with newly diagnosed Type 2 diabetes
		3.4	Explain what self-care skills are
		3.5	Explain how to work with an individual, and or their carer, to optimise self-care skills
		3.6	Explain the importance of supporting individuals to make informed decisions
4.	Understand the nutritional needs of individuals with diabetes	4.1	Explain the principles of a balanced diet
		4.2	Analyse how different carbohydrates affect blood glucose level
		4.3	Explain the role of the nutritional plan and how to report any related problems
5.	Understand factors relating to an individual's experience of diabetes	5.1	Describe how different individuals may experience living with diabetes
		5.2	Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
		5.3	Explain how an individual can manage their diabetes through different aspects of their lifestyle
6.	Understand the importance of monitoring diabetes	6.1	Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
		6.2	Identify the normal parameters for blood pressure
		6.3	Explain the purpose of accurate blood glucose monitoring for individuals with diabetes
		6.4	State the normal blood glucose range

		6.5	Explain the purpose of accurate urine monitoring for individuals with diabetes
		6.6	Describe the annual review checks needed to screen for long term complications
7.	Understand the links between diabetes and other conditions	7.1	Explain the links between diabetes and: • Dementia • Depression • Pregnancy

Title:		Understand conditions associated with diabetes	
		H/616/4662	
Level:		3	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand cardiovascular risk to the individual with diabetes	1.1	Explain the relationship between diabetes, hypertension and Coronary Heart Disease (CHD)
		1.2	Describe the required care for the individual with diabetes undergoing cardiovascular investigations
		1.3	Explain the importance of accurate blood pressure (BP) measurements for individuals with diabetes and hypertension/CHD
		1.4	Identify normal parameters for BP measurements for the individual with diabetes
		1.5	Explain the implications of smoking for the individual with diabetes
2.	Understand the relationship between neuropathy and diabetes	2.1	Explain the term neuropathy in relation to diabetes
		2.2	Evaluate the possible impact of neuropathy on the individual with diabetes
		2.3	Assess the risks to foot health in individuals with diabetes
3.	Understand the relationship between nephropathy and diabetes	3.1	Explain the term nephropathy in relation to diabetes
		3.2	Evaluate the possible impact of nephropathy on the individual with diabetes
4.	Understand the support needs of an individual with retinopathy and diabetes	4.1	Explain the term retinopathy
		4.2	Evaluate the possible impact of retinopathy on an individual with diabetes
5.	Understand factors relating to the prevention of conditions associated with diabetes	5.1	Describe actions required to prevent individuals with diabetes developing: • retinopathy • neuropathy • nephropathy
		5.2	Explain the importance of regular screening for: • retinopathy • neuropathy • nephropathy

Title:		Understand the risks associated with diabetes emergencies	
		K/616/4663	
Level:		3	
Credit value:		3	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand hypoglycaemia	1.1	Explain the common causes of hypoglycaemia
		1.2	Describe the signs and symptoms of hypoglycaemia
2.	Understand the emergency treatments for hypoglycaemia	2.1	Describe the emergency treatment for hypoglycaemia
		2.2	Explain how to use blood-glucose monitoring equipment to confirm hypoglycaemia
3.	Know the process of recording and reporting emergency treatments for hypoglycaemia	3.1	Describe the recording and reporting procedures following a hypoglycaemic event
		3.2	Identify additional support or information in the emergency treatments for hypoglycaemia
4.	Understand hyperglycaemia	4.1	Explain the possible causes of hyperglycaemia
		4.2	Describe signs and symptoms of hyperglycaemia
5.	Know the treatments for hyperglycaemia	5.1	Describe the treatments for the different levels of hyperglycaemia for: • Type 1 Diabetes • Type 2 Diabetes
		5.2	Describe the long-term impact of hyperglycaemia
6.	Understand the process of recording and reporting treatments for hyperglycaemia	6.1	Explain the reporting and recording procedures for persistent hyperglycaemia
		6.2	Identify additional support or information on the treatments for hyperglycaemia
7.	Understand the risks associated with diabetes and intercurrent illness	7.1	Explain what is meant by intercurrent illness
		7.2	Describe the common signs of intercurrent illness
		7.3	Assess the impact of intercurrent illness on individuals with diabetes
		7.4	Explain the treatment of diabetes during intercurrent illness
		7.5	Describe the referral methods for individuals with diabetes during intercurrent illness

Title:		Contribute to supporting individuals with a learning disability to access healthcare	
Level:		M/616/4664	
Credit value:		2	
Guided learning hours:		3	
Learning outcomes		27	
		Assessment criteria	
1.	Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1	Outline what is meant by a rights-based approach to accessing healthcare
		1.2	Identify legislation which supports a rights-based approach to accessing healthcare
		1.3	Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability
		1.4	Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
		1.5	Describe the actions to take if an individual cannot give informed consent to the treatment
2.	Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1	List a range of healthcare services that an individual with a learning disability may need to access
		2.2	Describe the work of each type of healthcare service
		2.3	Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access
3.	Understand how plans for healthcare and regular health checks underpin long term health and wellbeing for individuals with a learning disability	3.1	Explain how plans for healthcare can be of benefit to an individual with a learning disability
		3.2	Identify a range of regular health checks that an individual may have to support good health and wellbeing
		3.3	Outline how missing regular health checks can impact on the individual's health and wellbeing
4.	Be able to contribute to plans for healthcare with individuals with a learning disability	4.1	Work with an individual and others to identify healthcare services the individual may require
		4.2	Agree with the individual and others the type and level of support the individual may require to access healthcare services
		4.3	Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan
		4.4	Contribute to the review of plans for healthcare with the individual and others
5.	Be able to support individuals to overcome barriers to accessing healthcare services	5.1	Identify barriers to accessing healthcare services that an individual with a learning disability may experience

		5.2	Identify reasons why an individual may be reluctant to access healthcare services
		5.3	Demonstrate ways to overcome barriers to accessing healthcare services
		5.4	Support the individual to access information about healthcare services in their preferred format
6.	Be able to support individuals with a learning disability to use healthcare services	6.1	Provide agreed support to enable the individual to use healthcare services
		6.2	Support the individual to understand the reasons why they are being offered treatment
		6.3	Support the individual to understand the short and long term effects of treatment
		6.4	Ensure the individual is able to give informed consent to their treatment in line with current legislation
		6.5	Record details of a healthcare visit in a format that the individual can understand
		6.6	Ensure that information is shared in line with agreed ways of working
Assessment requirements: Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			

Title:		Contribute to the support of individuals with multiple conditions and/or disabilities	
		T/616/4665	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Identify possible multiple conditions and/or disabilities individuals may have
		1.2	Explain how multiple conditions and/or disabilities may have additional impacts on individuals' wellbeing and quality of life
2.	Know the support available for individuals with multiple conditions and/or disabilities	2.1	Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities
		2.2	Identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
		2.3	Identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities
		2.4	Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities
3.	Be able to contribute to the support of individuals with multiple conditions and/or disabilities	3.1	Describe own role in supporting individuals with multiple conditions and/or disabilities
		3.2	Contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities thorough observation and interaction
		3.3	Follow agreed ways of working or a plan to support an individual to participate in an activity
		3.4	Support the use of equipment or resources to enable an individual to participate in an activity
4.	Be able to evaluate own contribution to the support of an individual for an activity	4.1	Reflect on own contribution to supporting an individual to participate in an activity
		4.2	Explain where additional advice, guidance or support can be accessed to improve own practice
		4.3	Adapt own practice to meet the needs of an individual
Assessment requirements:			
Learning Outcome 3 must be assessed in a real work environment			

Title:		Support effective communication with individuals with a sensory loss	
		A/616/4666	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know different methods that can support communication with individuals with sensory loss	1.1	Identify specific methods of communication that may be used with individuals with sensory loss that utilise hearing, vision and touch
		1.2	Describe how specific different methods enable communication with individuals with sensory loss
		1.3	Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss
2.	Be able to use different methods of communication with individuals with sensory loss	2.1	Explain how the use of specific methods of communication used by individuals has been agreed
		2.2	Use agreed specific methods of communication with individuals
		2.3	Make adjustments to communication with individuals where there is difficulty in understanding
		2.4	Provide feedback to others on the effectiveness of methods of communication
3.	Understand how the environment impacts on communication with individuals with sensory loss	3.1	Identify environmental factors that can promote communication with individuals with sensory loss
		3.2	Identify environmental factors that can hinder communication with individuals with sensory loss
4.	Be able to utilise the environment for effective communication with individuals with sensory loss	4.1	Set up the environment to promote effective communication with individuals with sensory loss
		4.2	Reflect on how well the environment has facilitated effective communication with individuals with sensory loss
		4.3	Suggest ways that the environment can be adapted to promote communication with sensory loss

Title:		Stroke awareness	
		D/616/4143	
Level:		2	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Know what a stroke is	1.1	Identify the changes in the brain associated with stroke
		1.2	Outline other conditions that may be mistaken for stroke
		1.3	Define the differences between stroke and Transient Ischaemic Attack (TIA)
2	Know how to recognise stroke	2.1	List the signs and symptoms of stroke
		2.2	Identify the key stages of stroke
		2.3	Identify the assessment tests that are available to enable listing of the signs and symptoms
		2.4	Describe the potential changes that an individual may experience as a result of stroke
3	Understand the management of risk factors for stroke	3.1	State the prevalence of stroke in the UK
		3.2	Identify the common risk factors for stroke
		3.3	Describe how risk factors may vary in different settings
		3.4	Define the steps that can be taken to reduce the risk of stroke and subsequent stroke
4	Understand the importance of emergency response and treatment for stroke	4.1	Describe why stroke is a medical emergency
		4.2	Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working
		4.3	Identify the impact on the individual of the key stages of stroke
		4.4	Identify the correct early positioning for airway management
		4.5	Identify the information that needs to be included in reporting relevant and accurate history of the incident
5	Understand the management of stroke	5.1	Describe why effective stroke care is important to the management of stroke
		5.2	Identify support available to individuals and others affected by stroke
		5.3	Identify other agencies or resources to signpost individual or others for additional support and guidance

Title:		Understand stroke care management	
		F/616/4667	
Level:		3	
Credit value:		4	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to support individuals to manage stroke according to legislation, policy and guidance	1.1	Summarise current legislation, policy and guidance related to supporting individuals with stroke
		1.2	Explain what current best practice is in the initial stages of stroke care management
		1.3	Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
		1.4	Describe the potential implications of mental capacity for an individual following a stroke
2	Understand specific communication factors affecting individuals following a stroke	2.1	Evaluate the effects of stroke on the brain in relation to the ability to communicate
		2.2	Describe a range of common communication methods and aids to support individuals affected by a stroke
		2.3	Analyse methods of facilitating communication using supported conversation techniques
		2.4	Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
		2.5	Describe the effects on the individual of experiencing communication difficulties
		2.6	Identify additional agencies and resources to support with communication needs
3	Understand changing physical needs of individuals affected by stroke	3.1	Describe the changes in the brain of an individual affected by a stroke
		3.2	Describe the physical effects of stroke on an individual
		3.3	Explain the impact a stroke may have on swallowing and nutrition
		3.4	Describe the possible effects of stroke on sensory ability
		3.5	Analyse the fluctuating nature of effects of stroke on an individual
4	Understand the impact of the effects of stroke on daily living	4.1	Explain the use of daily activities to promote recovery and independence
		4.2	Explain the importance of repetition to promote recovery
		4.3	Identify the effects of fatigue in stroke rehabilitation
		4.4	Describe the implications of stroke on lifestyle
5	Understand the associated complications for an individual with stroke	5.1	Explain the psychological and emotional effects on the individual with stroke
		5.2	Describe the cognitive needs of the individual with stroke
		5.3	Describe the health needs that may be associated with stroke
6	Understand the importance of	6.1	Explain how person-centred values must influence all

	adopting a person-centred approach in stroke care management		aspects of stroke care management
		6.2	Explain the importance of working in partnership with others to support care management
		6.3	Describe the importance of working in ways that promote active participation in stroke care management

Title:		Contribute to supporting individuals in the use of assistive technology	
		J/616/4668	
Level:		2	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
1.	Understand the range and purpose of assistive technology available to support individuals	1.1	Define the term assistive technology
		1.2	List examples of assistive technology aids
		1.3	Explain the functions of the examples of assistive technology aids selected
		1.4	Describe how the examples of assistive technology aids identified can be utilised to promote participation, access and inclusion
2.	Be able to contribute to the use of selected assistive technology	2.1	Support an individual to access information about assistive technology
		2.2	Support an individual to use assistive technology following instructions and / or agreed ways of working
		2.3	Provide feedback on the effectiveness of assistive technology
Assessment requirements: Learning Outcome 2 must be assessed in real work environment			

Title:		Provide agreed support for foot care	
		H/616/8632	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the signs and causes of foot and toe-nail abnormalities	1.1	Describe the effects of common medical conditions on the feet and toe-nails
		1.2	Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails
2.	Be able to provide support for assessed foot care needs	2.1	Ascertain information about an individual's assessed foot care needs
		2.2	Ensure the setting for foot care meets the individual's preferences and maintains privacy
		2.3	Gain consent to provide treatment to the individual
		2.4	Prepare the equipment required for treatment
		2.5	Prepare the individual's feet for treatment, in a way that promotes active participation
		2.6	Describe how and when to access additional guidance about assessed foot care needs
3.	Be able to promote the individual's engagement in their own foot care	3.1	Support the individual's understanding of any treatments, equipment or dressings to be used
		3.2	Invite feedback from the individual on how their foot care is carried out
		3.3	Explain why advice should not be given unless agreed with the podiatrist
4.	Be able to provide foot care safely	4.1	Carry out agreed foot care treatments in accordance with instructions
		4.2	Operate equipment safely and in accordance with instructions
		4.3	Use protective equipment, protective clothing and hygiene techniques to minimise risks
		4.4	Dispose of waste products safely
		4.5	Provide follow up instructions to individual on completion of treatment
5.	Be able to record and report on foot care	5.1	Record the condition of the individual's feet before Treatment
		5.2	Record treatments carried out
		5.3	Explain how to record any adverse reactions or responses to treatments or dressings
		5.4	Report on foot care treatments, conditions and reactions in agreed ways

Assessment requirements:

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

Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.

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

Preferences may be based on:

- beliefs
- values
- culture

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

Title:		Introduction to personalisation in social care	
		T/616/4133	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the meaning of personalisation in social care	1.1	Define the term 'personalisation' as it applies in social care
		1.2	Explain how personalisation can benefit individuals
		1.3	Explain the relationship between rights, choice and personalisation
		1.4	Identify legislation and other national policy documents that promote personalisation
2.	Understand systems that support personalisation	2.1	List local and national systems that are designed to support personalisation
		2.2	Describe the impact that personalisation has on the process of commissioning social care
		2.3	Explain how direct payments and individual budgets support personalisation
3.	Understand how personalisation affects the way support is provided	3.1	Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation
		3.2	Describe how personalisation affects the balance of power between individuals and those providing support
		3.3	Give examples of how personalisation may affect the way an individual is supported from day to day
4.	Understand how to implement personalisation	4.1	Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation
		4.2	Identify potential barriers to personalisation
		4.3	Describe ways to overcome barriers to personalisation in day to day work
		4.4	Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Title:		Promote positive behaviour	
		D/616/4191	
Level:		3	
Credit value:		6	
Guided learning hours:		44	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1	Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2.	Be able to promote positive behaviour	2.1	Explain a range of factors associated with challenging behaviours
		2.2	Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
		2.3	Demonstrate how to model to others best practice in promoting positive behaviour
		2.4	Evaluate the effectiveness of proactive strategies on promoting positive behaviour
3.	Understand the context and use of proactive and reactive strategies	3.1	Explain the difference between proactive and reactive strategies
		3.2	Identify the proactive and reactive strategies
		3.3	Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour
		3.4	Explain the importance of maintaining a person or child centred approach when using proactive strategies
		3.5	Explain the importance of reinforcing positive behaviour with individuals
		3.6	Evaluate the impact of using reactive rather than proactive strategies on an individual's well being
4.	Understand the use of restrictive interventions	4.1	Define restrictive interventions
		4.2	Explain when restrictive interventions may and may not be used
		4.3	Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
		4.4	Describe safeguards that must be in place if restrictive interventions are used
		4.5	Explain reporting and recording requirements of incidents where restrictive interventions have been used
5	Be able to respond appropriately to incidents of challenging behaviour	5.1	Identify types of challenging behaviours
		5.2	Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
		5.3	Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
		5.4	Complete records following an incident of challenging behaviour
6	Be able to support individuals and others following an incident	6.1	Support an individual to return to a calm state following an incident of challenging behaviour

	of challenging behaviour	6.2	Describe how to support an individual to reflect on an incident, to include: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequences of their behaviour • how they were feeling after the incident
		6.3	Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
		6.4	Debrief others involved in an incident of challenging behaviour
		6.5	Describe the steps that should be taken to check for injuries following an incident of challenging behaviour
7	Be able to review and revise approaches to promoting positive behaviour	7.1	Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
		7.2	Work with others to review the approaches to promoting positive behaviour using information from records, de- briefing and support activities
		7.3	Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Others may include:			
• team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates			

Title:	Purpose and principles of independent advocacy	
	F/616/4670	
Level:	3	
Credit value:	4	
Guided learning hours:	25	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand independent advocacy	1.1	Define independent advocacy
	1.2	Explain the limits to advocacy and boundaries to the service
	1.3	Identify the different steps within the advocacy process
	1.4	Distinguish when independent advocacy can and cannot help
	1.5	Identify a range of services independent advocates commonly signpost to
	1.6	Explain the difference between advocacy provided by independent advocates and other people
2. Explain principles and values underpinning independent advocacy	2.1	Explain the key principles underpinning independent advocacy
	2.2	Explain why the key principles are important
3. Describe the development of advocacy	3.1	Explain the purpose of independent advocacy
	3.2	Identify key milestones in the history of advocacy
	3.3	Explain the wider policy context of advocacy
4. Be able to explain different types of advocacy support and their purpose	4.1	Compare a range of advocacy models
	4.2	Explain the purpose of different advocacy models
	4.3	Identify the commonalities and differences in a range of advocacy models
5. Understand the roles and responsibilities of an independent advocate	5.1	Explain roles and responsibilities within independent advocacy
	5.2	Describe the limits and boundaries of an independent advocate
	5.3	Describe the skills, attitudes and personal attributes of a good advocate
	5.4	Identify when and who to seek advice from when faced with dilemmas
6. Understand advocacy standards	6.1	Describe a range of standards which apply to independent advocacy
	6.2	Explain how standards can impact on the advocacy role and service
Assessment requirements: The nature of this unit means that most of the evidence must come from real work activities. Simulation can only be used in exceptional circumstances for example: Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the independent advocacy relationship developing. Simulation must be discussed and agreed in advance with the External Verifier. The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.		

Required sources of performance and knowledge evidence:

Direct Observation is the required assessment method to be used to evidence some part of this unit.
Other sources of performance and knowledge evidence:

The assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of the candidate's performance can be established.

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors
- Witness testimonies Projects/Assignments/RPL
- Case studies

Title:		The person-centred approach to the care and support of individuals with dementia	
		J/616/4671	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand approaches that enable individuals with dementia to experience well-being	1.1	Describe what is meant by a person-centred approach
		1.2	Outline the benefits of working with an individual with dementia in a person-centred manner
2.	Understand the role of carers in the care and support of individuals with dementia	2.1	Describe the role that carers can have in the care and support of individuals with dementia
		2.2	Explain the value of developing a professional working relationship with carers
3.	Understand the roles of others in the support of individuals with dementia	3.1	Describe the roles of others in the care and support of individuals with dementia
		3.2	Explain when it may be necessary to refer to others when supporting individuals with dementia
		3.3	Explain how to access the additional support of others when supporting individuals with dementia

Title:		Understand the factors that can influence communication and interaction with individuals who have dementia	
		R/616/4673	
Level:		2	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that can influence communication and interaction with individuals who have dementia	1.1	Explain how dementia may influence an individual's ability to communicate and interact
		1.2	Identify other factors that may influence an individual's ability to communicate and interact
		1.3	Outline how memory impairment may affect the ability of an individual with dementia to use verbal language
2.	Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia	2.1	Explain how to identify the communication strengths and abilities of an individual with dementia
		2.2	Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
		2.3	Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness
3.	Understand the factors which can affect interactions with individuals with dementia	3.1	Explain how understanding an individual's biography/history can facilitate positive interactions
		3.2	List different techniques that can be used to facilitate positive interactions with an individual with dementia
		3.3	Explain how involving others may enhance interaction with an individual with dementia

Title:		Understand equality, diversity and inclusion in dementia care	
		Y/616/4674	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand and appreciate the importance of diversity of individuals with dementia	1.1	Explain the importance of recognising that individuals with dementia have unique needs and preferences
		1.2	Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences
		1.3	Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals
2.	Understand the importance of person-centred approaches in the care and support of individuals with dementia	2.1	Describe how an individual may feel valued, included and able to engage in daily life
		2.2	Describe how individuals with dementia may feel excluded
		2.3	Explain the importance of including the individual in all aspects of their care
3.	Understand ways of working with a range of individuals who have dementia to ensure diverse needs are	3.1	Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
		3.2	Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins
		3.3	Describe what knowledge and understanding would be required to work in a person-centred way with an individual with a learning disability and dementia

Title:		Understand the administration of medication to individuals with dementia using a person-centred approach	
		A/616/4246	
Level:		3	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the common medications available to, and appropriate for, individuals with dementia	1.1	Outline the most common medications used to treat symptoms of dementia
		1.2	Describe how commonly used medications affect individuals with dementia
		1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia
		1.4	Explain the importance of recording and reporting side effects/adverse reactions to medication
		1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2.	Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication	2.1	Describe person-centred ways of administering medicines whilst adhering to administration instructions
		2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication

Title:		Understand the role of communication and interactions with individuals who have dementia	
		F/616/4247	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand that individuals with dementia may communicate in different ways.	1.1	Explain how individuals with dementia may communicate through their behaviour
		1.2	Give examples of how carers and others may misinterpret communication
		1.3	Explain the importance of effective communication to an individual with dementia
		1.4	Describe how different forms of dementia may affect the way an individual communicates
2.	Understand the importance of positive interactions with individuals with dementia.	2.1	Give examples of positive interactions with individuals who have dementia
		2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing
		2.3	Explain the importance of involving individuals with dementia in a range of activities
		2.4	Compare a reality orientation approach to interactions with a validation approach
3.	Understand the factors which can affect interactions and communication of individuals with dementia.	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
		3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills
		3.3	Describe how the environment might affect an individual with dementia
		3.4	Describe how the behaviour of carers or others might affect an individual with dementia
		3.5	Explain how the use of language can hinder positive interactions and communication

Title:		Understand the diversity of individuals with dementia and the importance of inclusion	
		M/616/4132	
Level:		3	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the concept of diversity and its relevance to working with individuals who have dementia.	1.1	Explain what is meant by the terms • diversity • anti-discriminatory practice • anti-oppressive practice
		1.2	Explain why it is important to recognise and respect an individual's heritage.
		1.3	Describe why an individual with dementia may be subjected to discrimination and oppression.
		1.4	Describe how discrimination and oppressive practice can be challenged.
2.	Understand that each individual's experience of dementia is unique.	2.1	Explain why it is important to identify an individual's specific and unique needs.
		2.2	Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.
		2.3	Describe how the experience of an individual's dementia may impact on carers.
		2.4	Describe how the experience of dementia may be different for individuals • who have a learning disability • who are from different ethnic backgrounds • at the end of life
3.	Understand the importance of working in a person-centred way and how this links to inclusion.	3.1	Explain how current legislation and government policy supports person-centred working.
		3.2	Explain how person-centred working can ensure that an individual's specific and unique needs are met.
		3.3	Describe ways of helping an individual's carers or others understand the principles of person-centred care.
		3.4	Identify practical ways of helping the individual with dementia maintain their identity.

Title:		Understand the context of supporting individuals with learning disabilities	
		A/616/4084	
Level:		3	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1	Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
		1.2	Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families
2.	Understand the nature, causes and characteristics of learning disability	2.1	Explain what is meant by 'learning disability'
		2.2	Describe causes of learning disabilities
		2.3	Describe the medical and social models of disability
		2.4	Evaluate the potential impact on the family of an individual with a learning disability
		2.5	Describe the possible impact on a family of having a member with a learning disability
3.	Understand the historical context of learning disability	3.1	Explain types of services provided for individuals with learning disabilities over time
		3.2	Evaluate how past ways of working may affect present services
		3.3	Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: • where the individual lives • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare
4.	Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1	Explain the meaning of the term 'social inclusion'
		4.2	Explain the meaning of the term advocacy
		4.3	Describe different types of advocacy
		4.4	Analyse strategies to promote empowerment and active participation
5.	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain impacts of views and attitudes of others on individuals with a learning disability
		5.2	Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers
		5.3	Explain the roles of external agencies and others in changing attitudes, policy and practice
6.	Understand how to promote communication with individuals with learning disabilities	6.1	Explain how to meet the communication needs of individuals with learning disabilities
		6.2	Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
		6.3	Describe ways of checking whether an individual has understood a communication, and how to

		address any misunderstandings
Assessment requirements:		
This unit must be assessed in line with Skills for Health Assessment Principles.		
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner		
Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient		

Title:		Principles of positive risk-taking for individuals with disabilities	
		M/616/4678	
Level:		2	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1. Know the importance of risk-taking in everyday life for individuals with disabilities	1.1	Identify aspects of everyday life in which risk plays a part	
	1.2	Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks	
	1.3	Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks	
	1.4	Explain how supporting individuals to take risks can enable them to have choice over their lives to: - gain in self-confidence - develop skills - take an active part in their community	
2. Understand the importance of positive, person-centred risk assessment	2.1	Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches	
	2.2	Identify the features of a person-centred approach to risk assessment	
	2.3	Describe ways in which traditional risk assessments have tended to have a negative focus	
3. Know how legislation and policies are relevant to positive risk-taking	3.1	Identify legislation and policies which promote the human rights of individuals with disabilities	
	3.2	Describe how to use a human rights-based approach to risk management	
4. Understand how to support individuals with disabilities in decisions about risk-taking	4.1	Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others	
	4.2	Outline how the principle of 'Duty of Care' can be maintained whilst supporting individuals to take risks	
	4.3	Describe ways of enabling individuals with disabilities to make informed choices about taking risks	
	4.4	Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions	
	4.5	Explain the potential positive and negative consequences of the choices made about taking risks	
	4.6	Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger	
	4.7	Explain why it is important to record and report all incidents, discussions and decisions concerning risk-	

			taking
5.	Understand how to support individuals with disabilities to manage identified risks	5.1	Explain the importance of including risks in the individual's support plan
		5.2	Explain why it is important to review risks in the individual's support plan
		5.3	Outline why it is important to communicate and work in a consistent way with all those supporting the individual
		5.4	Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins
Assessment requirements: N/A			

Title:		Principles of supporting an individual to maintain personal hygiene	
		A/616/4134	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of good personal hygiene	1.1	Explain why personal hygiene is important
		1.2	Describe the effects of poor personal hygiene on health and well-being
2.	Know how to encourage an individual to maintain personal hygiene	2.1	Explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values
		2.2	Describe how to make an individual aware of the effects of poor hygiene on others
		2.3	Describe how to support an individual to develop and improve personal hygiene routines
3.	Know how to support an individual to maintain personal hygiene	3.1	Identify factors that contribute to good personal hygiene
		3.2	Explain how to support the preferences and needs of the individual while maintaining their independence
		3.3	Describe how to maintain dignity of an individual when supporting intimate personal hygiene
		3.4	Describe risks to own health in supporting personal hygiene routines
		3.5	Describe how to reduce risks to own health
		3.6	Identify others that may be involved in supporting an individual to maintain personal hygiene
4.	Understand when poor hygiene may be an indicator of other underlying personal issues	4.1	Identify underlying personal issues that may be a cause of poor personal hygiene
		4.2	Describe how underlying personal issues might be addressed

Title:		Principles of supporting individuals with a learning disability to access healthcare	
		T/616/4679	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare	1.1	Outline what is meant by a rights-based approach to accessing healthcare
		1.2	Identify legislation which supports a rights-based approach to accessing healthcare
		1.3	Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability.
		1.4	Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance.
		1.5	Describe the actions to take if an individual cannot give informed consent to the treatment
2.	Understand the function of different healthcare services that an individual with a learning disability may need to access	2.1	List a range of healthcare services that an individual with a learning disability may need to access
		2.2	Describe the work of each type of healthcare service
		2.3	Explain how to gain access to each type of healthcare service
3.	Understand the role of professionals within different healthcare services that an individual with a learning disability may need to access	3.1	Outline the role and responsibility of the professionals working in different types of healthcare services
4.	Understand how plans for healthcare and regular health checks underpin long- term health and well- being	4.1	Explain how plans for healthcare can be of benefit to an individual with a learning disability
		4.2	Identify a range of regular health checks that an individual may have to support good health and well-being
		4.3	Outline how missing regular health checks may increase the risk of poor health and well-being for the individual
		4.4	Explain the importance of individual preference in treatments available
5.	Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services	5.1	Identify barriers to accessing healthcare services that an individual with a learning disability may experience
		5.2	Describe ways to overcome barriers to accessing healthcare services

		5.3	Describe reasons why an individual may be reluctant to access healthcare services
		5.4	List a range of resources that may be helpful to an individual with a learning disability accessing healthcare services.

Title:		Principles of supporting individuals with a learning disability regarding sexuality and sexual health	
		H/616/4497	
Level:		3	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1. Understand the development of human sexuality	1.1	Define the terms: • sexuality • sexual health • sexual orientation • sexual expression	
	1.2	Explain main sexual development milestones throughout an individual's lifespan	
2. Understand how the sexual development of individuals with a learning disability can differ	2.1	Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability	
	2.2	Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development	
	2.3	Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health	
3. Understand the issues of sexual health and how these can be supported	3.1	Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being	
	3.2	Identify sexual health issues that differently affect men and women	
	3.3	Explain how sexual health issues can be supported within plans for healthcare	
	3.4	Identify local services that exist to support sexual health for individuals	
4. Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities	4.1	Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice	
5. Know how to support the sexual expression of an individual with a learning disability	5.1	Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities	
	5.2	Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality	
	5.3	Describe different ways an individual can express themselves sexually and how individual	
	5.4	Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences	

Title:		Principles of supporting young people with a disability to make the transition into adulthood	
		H/616/4354	
Level:		3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the steps and stages of moving from childhood into adulthood	1.1	Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
		1.2	Explain the changes faced by young people as they move from childhood into adulthood in relation to their: • freedoms • rights • responsibilities
		1.3	Explain how culture may impact on the process of moving from childhood into adulthood
		1.4	Explain theories about change and how this can affect a young person with a disability
2.	Understand how having a disability may affect the process of moving from childhood into adulthood.	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
		2.2	Identify challenges young people with a disability might have understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes
		2.4	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions
3	Know the options for supporting a young person who has a disability to make the transition into adulthood	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability
		3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Understand how to support a young person with a disability through a successful transition	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process
		4.3	Explain the difference in approaches to planning between children's and adults' support services
		4.4	Describe how to involve families in the transition process

		4.5	Explain the role of key agencies and professionals likely to be involved in the transition process
		4.6	Outline possible areas of tension and conflict that may arise during the transition into adulthood
		4.7	Compare different methods of support to use with young people with disabilities who have varying abilities
5	Understand the importance of supporting a young person and their family to reflect on the transition	5.1	Explain why it is important to reflect on the transition with the young person and their family
		5.2	Explain the importance of recording the process of transition

Title:		Principles of self-directed support	
		K/616/4680	
Level:		3	
Credit value:		3	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support
		1.2	Explain the benefits of an individual having self-directed support
		1.3	Explain how legislation, policy or guidance underpin self-directed support
		1.4	Explain what the following terms mean: • indicative allocation • supported self-assessment • support plan • outcome focused review
		1.5	Outline the possible barriers to self-directed support
2.	Understand how to support an individual to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan
		2.5	Describe different ways that individuals can develop
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costings for a support plan
3	Understand the different ways that people can use their personal budget	3.1	Explain the different ways that individuals can spend the personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buy social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4	Understand the outcome focused review process	4.1	Explain the process of an outcome focused review
		4.2	Explain how to enable someone to prepare for their outcome focused review
Assessment Requirements: This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.			

Title:		Understand physical disability	
		M/616/4681	
Level:		2	
Credit value:		2	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of differentiating between the individual and the disability	1.1	Explain why it is important to recognise and value an individual as a person
		1.2	Describe the importance of recognising an individual's strengths and abilities
		1.3	Describe how to work in a person-centred way that fully involves the individual
2.	Understand the concept of physical disability	2.1	Describe what is meant by physical disability
		2.2	Describe what a congenital disability is
		2.3	Give examples of congenital disabilities and their causes
		2.4	Describe what a progressive disability is
		2.5	Give examples of progressive disabilities and their causes
3.	Understand how the challenges of living with a physical disability can be addressed	3.1	Identify social and physical barriers that can have a disabling effect on an individual
		3.2	Identify positive and negative attitudes towards individuals with a disability
		3.3	Describe steps that can be taken to challenge and change discriminatory attitudes
		3.4	Describe the impact of disability legislation on community attitudes and practices
		3.5	Describe the effects that having a physical disability can have on a person's day to day life
4.	Understand the importance of independence and inclusion for the individual with physical disability	4.1	Describe how the individual can be in control of their care needs and provision of social care services
		4.2	Describe the importance of supporting independence and inclusion within the community
		4.3	Describe how to assist with independence and inclusion within the community

Title:		Introductory awareness of sensory loss	
Level:		T/616/4682	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1	Describe how a range of factors have a negative and positive impact on individuals with sensory loss
		1.2	Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
		1.3	Explain how individuals with sensory loss can be disabled by attitudes and beliefs
		1.4	Identify steps that could be taken to overcome disabling attitudes and beliefs
2.	Understand the importance of effective communication for individuals with sensory loss	2.1	Outline what needs to be considered when communicating with individuals with: • sight loss • hearing loss • deaf/blindness
		2.2	Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
		2.3	Explain how information can be made accessible to individuals with sensory loss
3.	Know the main causes and conditions of sensory loss	3.1	Outline the main causes of sensory loss
		3.2	Explain the difference between congenital and acquired sensory loss
		3.3	State what percentage of the general population is likely to have sensory loss
4.	Know how to recognise when an individual may be experiencing sight and / or hearing loss	4.1	Outline the indicators and signs of: • sight loss • deaf blindness • hearing loss
		4.2	Explain where additional advice and support can be sourced in relation to sensory loss
5.	Know how to report concerns about sensory loss	5.1	Describe to whom and how concerns about sight and / or hearing loss can be reported

Title:		Introductory awareness of models of disability	
		A/616/4683	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the difference between the medical and social models of disability	1.1	Describe the medical model of disability
		1.2	Describe the social model of disability
		1.3	Outline how each of the models has developed and evolved over time
		1.4	Give examples of where each model of disability may be used in service delivery
2.	Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1	Identify how the principles of each model are reflected in service delivery
		2.2	Explain how each of the models of disability impacts on the • inclusion • rights • autonomy • needs of individuals
		2.3	Explain how own practice promotes the principle of inclusion
3.	Be able to work with a range of individuals who have dementia to ensure diverse needs are met	3.1	Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met
		3.2	Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
		3.3	Describe how to use a person-centred approach with an individual with a learning disability and dementia
Assessment requirements:			
Learning outcomes 3 must be assessed in the workplace environment.			

Title:		Understand and enable interaction and communication with individuals with dementia	
		F/616/4684	
Level:		2	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to communicate with individuals with dementia	1.1	Describe how memory impairment can affect the ability of an individual with dementia to use verbal language
		1.2	Gather information from others about an individual's preferred methods of communicating to enhance interaction
		1.3	Use information about the communication abilities and needs of an individual with dementia to enhance interaction
		1.4	Use a person-centred approach to enable an individual to use their communication abilities
		1.5	Demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia
2.	Be able to apply interaction and communication approaches with individuals in dementia	2.1	List different techniques that can be used to facilitate positive interactions with an individual with dementia
		2.2	Use an individual's biography/history to facilitate positive interactions
		2.3	Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating

Title:		Approaches to enable rights and choices for individuals with dementia whilst minimising risks	
		J/616/4685	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1	Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
		1.2	Describe how agreed ways of working relate to the rights of an individual with dementia
		1.3	Explain why it is important not to assume that an individual with dementia cannot make their own decisions
		1.4	Explain how the best interests of an individual with dementia must be included when planning and delivering care and support
		1.5	Explain what is meant by providing care and support to an individual with dementia in the least restrictive way
2.	Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	2.1	Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia
		2.2	Give examples of how to show respect for the physical space of an individual with dementia
		2.3	Give examples of how to show respect for the social or emotional space of an individual with dementia
		2.4	Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity
		2.5	Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia
3.	Support individuals with dementia to achieve their potential	3.1	Demonstrate how the physical environment may enable an individual with dementia to achieve their potential
		3.2	Demonstrate how the social environment may enable an individual with dementia to achieve their potential
		3.3	Support an individual with dementia to use their abilities during personal care activities
		3.4	Explain how the attitudes of others may enable an individual with dementia to achieve their potential
4.	Be able to work with carers who are caring for individuals with dementia	4.1	Identify some of the anxieties common to carers of an individual with dementia
		4.2	Outline the legal rights of the carer in relation to an individual with dementia
		4.3	Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm

		4.4	Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices
		4.5	Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential
Assessment requirements: Learning outcomes 3 and 4 must be assessed in the workplace environment			

Title:		Enable rights and choices of individuals with dementia whilst minimising risks	
		L/616/4154	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1	Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
		1.2	Evaluate agreed ways of working that relate to rights and choices of an individual with dementia
		1.3	Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working
2.	Be able to maximise the rights and choices of individuals with dementia	2.1	Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support
		2.2	Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests
		2.3	Explain why it is important not to assume that an individual with dementia cannot make their own decisions
		2.4	Describe how the ability of an individual with dementia to make decisions may fluctuate
3.	Be able to involve carers and others in supporting individuals with dementia	3.1	Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
		3.2	Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
		3.3	Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution
4.	Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1	Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
		4.2	Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia
		4.3	Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia

Title:		Understand and enable interaction and communication with individuals who have dementia	
		R/616/4155	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that can affect interactions and communication of individuals with dementia	1.1	Explain how different forms of dementia may affect the way an individual communicates
		1.2	Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
		1.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
		1.4	Describe the impact the behaviours of carers and others may have on an individual with dementia
2.	Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1	Demonstrate how to use different communication techniques with an individual who has dementia
		2.2	Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
		2.3	Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others
3.	Be able to communicate positively with an individual who has dementia by valuing their individuality	3.1	Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
		3.2	Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identify and uniqueness
4.	Be able to use positive interaction approaches with individuals with dementia	4.1	Explain the difference between a reality orientation approach to interactions and a validation approach
		4.2	Demonstrate a positive interaction with an Individual who has dementia
		4.3	Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
		4.4	Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia
		4.5	Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia
Assessment requirements:			
Learning Outcomes 2, 3 and 4 must be assessed in a real work environment			

Title:		Provide support for therapy sessions	
		L/616/4686	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the benefits of therapy sessions	1.1	Identify different types of therapy sessions in which an individual may participate
		1.2	Describe how therapy sessions can benefit an individual
2.	Be able to prepare for therapy sessions	2.1	Establish own responsibilities in preparing for a therapy session
		2.2	Identify with the individual their preferences and requirements for the therapy session
		2.3	Follow instructions to prepare the environment, materials, equipment and self for the session
3.	Be able to provide support in therapy sessions	3.1	Provide support during a therapy session that takes account of: - the therapist's directions - the individual's preferences and requirements
		3.2	Promote the active participation of the individual during the session
		3.3	Describe ways to overcome fears or concerns an individual may have about a therapy session
4.	Be able to observe and record therapy sessions	4.1	Agree what observations need to be carried out during therapy sessions
		4.2	Agree how observations will be recorded
		4.3	Carry out agreed observations
		4.4	Record agreed observations as required
5.	Be able to contribute to the review of therapy sessions	5.1	Contribute to a review of therapy sessions to identify issues and progress
		5.2	Contribute to agreeing changes to therapy sessions with the individual and others

Assessment requirements:

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support

Others may include:

- therapist
- line manager
- family
- friends
- advocates

- others who are important to the individual's well-being

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

Title:		Provide support for mobility	
		R/616/4687	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of mobility	1.1	Define mobility
		1.2	Explain how different health conditions may affect and be affected by mobility
		1.3	Outline the effects that reduced mobility may have on an individual's well-being
		1.4	Describe the benefits of maintaining and improving mobility
2.	Be able to prepare for mobility activities	2.1	Agree mobility activities with the individual and others, according to the individual's needs and abilities
		2.2	Remove or minimise hazards in the environment before a mobility activity
		2.3	Check the suitability of an individual's clothing and footwear for safety and mobility
		2.4	Check the suitability of mobility equipment and appliances for the individual
		2.5	Check the safety and cleanliness of mobility equipment and appliances for the individual
3.	Be able to support individuals to keep mobile	3.1	Promote the active participation of the individual during a mobility activity
		3.2	Assist an individual to use mobility appliances correctly and safely
		3.3	Monitor the individual during the mobility activity and report any adverse events to an appropriate person
		3.4	Give feedback and encouragement to the individual during mobility activities
4.	Be able to observe, record and report on activities to support mobility	4.1	Record observations of mobility activity
		4.2	Report on progress and/or problems relating to the mobility activity including: • choice of activities • equipment • appliances • the support provided
Assessment requirements:			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Wellbeing may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic			

- physical
- mental

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

Others may include:

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

Mobility equipment and appliances may include:

- wheelchairs
- sticks
- walking frames
- custom-made appliances

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

Title:		Support participation in learning and development activities	
		Y/616/4688	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1	Identify different reasons why individuals may take part in activities for learning or development
		1.2	Describe the benefits of different activities for learning or development in which individuals may take part
		1.3	Describe possible barriers to individuals engaging in learning or development activities
		1.4	Explain why active participation is important when supporting individuals in learning or development activities
		1.5	Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity
2.	Be able to support individuals to prepare for taking part in learning and development activities	2.1	Support an individual to make informed decisions about their participation in a learning or development activity
		2.2	Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity
		2.3	Support the individual before a learning or development activity to minimise any barriers to their participation
3.	Be able to contribute to preparing the environment and resources for learning and development activities	3.1	Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity
		3.2	Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity
4.	Be able to support individuals to take part in learning and development activities	4.1	Describe different ways of supporting the individual to take part in learning or development activities
		4.2	Provide the agreed type and level of support to enable the individual to engage with an activity
		4.3	Adapt support to reflect changing needs, wishes, achievements or levels of participation
		4.4	Explain what action to take if the individual becomes distressed or feels unable to continue
		4.5	Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity
		4.6	Complete required records about the learning or development activity
5.	Be able to contribute to the evaluation of learning or development activities	5.1	Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual
		5.2	Support the individual to provide feedback on the activity and the support provided

		5.3	Work with the individual and others to evaluate the learning or development activity
		5.4	Work with the individual and others to agree and make changes to a learning or development activity or the support provided
Assessment requirements:			
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			

Title:		Support independence in the tasks of daily living	
		D/616/4689	
Level:		2	
Credit value:		5	
Guided learning hours:		37	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand principles for supporting independence in the tasks of daily living	1.1	Explain how individuals can benefit from being as independent as possible in the tasks of daily living
		1.2	Explain how active participation promotes independence in the tasks of daily living
		1.3	Describe how daily living tasks may be affected by an individual's culture or background
		1.4	Explain the importance of providing support that respects the individual's culture and preferences
		1.5	Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
		1.6	Explain why it is important to establish roles and responsibilities for providing support
2.	Be able to establish what support is required for daily living tasks	2.1	Access information about support for daily living tasks, using an individual's care plan and agreed ways of working
		2.2	Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks
		2.3	Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks
3.	Be able to provide support for planning and preparing meals	3.1	Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences
		3.2	Support the individual to store food safely
		3.3	Support the individual to prepare food in a way that promotes active participation and safety
4.	Be able to provide support for buying and using household and personal items	4.1	Identify different ways of buying household and personal items
		4.2	Work with the individual to identify household and personal items that are needed
		4.3	Support the individual to buy items in their preferred way
		4.4	Support the individual to store items safely
		4.5	Support the individual to use items safely
5.	Be able to provide support for keeping the home clean and secure	5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety
		5.2	Describe different risks to home security that may need to be addressed

		5.3	Support the individual to use agreed security measures
6.	Be able to identify and respond to changes needed in support for daily living tasks	6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required
		6.3	Adapt support in agreed ways to address concerns, changes or increased independence

Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment

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

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

Others may include family, friends, advocate or line-manager

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

Title:		Provide support for journeys	
		D/616/4241	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors to consider when planning support for journeys	1.1	Describe different aspects and factors to consider when planning a journey
		1.2	Describe different risks that may arise and ways to minimise these
		1.3	Describe different types of communication technology that can support planning and making journeys safely
2.	Be able to support individuals to plan journeys	2.1	Agree with the individual the level and type of support needed for planning and making a journey
		2.2	Support the individual to research a journey that they wish to make
		2.3	Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
3.	Be able to support individuals when making journeys	3.1	Support the individual in line with the journey plan
		3.2	Describe ways to deal with unforeseen problems that may occur during a journey
4.	Be able to review the support provided for individuals when making journeys	4.1	Describe what factors should be considered when reviewing support for the journey
		4.2	Seek feedback from the individual on the support provided for the journey
		4.3	Contribute to reviewing support for the journey
		4.4	Revise the journey plan to take account of the review in line with agreed ways of working
Assessment requirements:			
Learning Outcomes 2, 3 and 4 must be assessed in a real work environment			

Title:		Provide support for leisure activities	
		R/616/4690	
Level:		2	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the role that leisure activities play in well being	1.1	Identify different activities that may be regarded as leisure activities
		1.2	Explain how participation in leisure activities aids the well-being of individuals
		1.3	Describe the potential benefits of trying out new leisure activities from time to time
2.	Be able to support individuals in planning for leisure activities	2.1	Identify with the individual his/her recreational needs, preferences and interests
		2.2	Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests
		2.3	Agree with the individual the level and type of support needed for participation in a leisure activity
		2.4	Work with the individual and others to develop a plan to support participation in a leisure activity
3.	Be able to encourage and support individuals to participate in leisure activities	3.1	Support the individual in a way that promotes active participation identified in the planned activities
		3.2	Provide encouragement and positive reinforcement for the activity
		3.3	Describe how to support a person if any changes or difficulties are encountered
		3.4	Explain ways to access additional information or support about participation in a leisure activity
4.	Be able to contribute to the review and revision of support for leisure activities	4.1	Identify with the individual the process for reviewing their leisure activities
		4.2	Gather feedback from the individual on the leisure activity including the support provided
		4.3	Carry out agreed role in contributing to the review
		4.4	Implement agreed changes to the plan
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the working environment			
Different activities need to be covered and learners must provide at least two examples			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Others may include:			
• Team members • Other colleagues			

- Those who use or commission their own health or social care services
- Families, carers and advocates

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

Title:		Support care plan activities	
		Y/616/4691	
Level:		2	
Credit value:		2	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to prepare to implement care plan activities	1.1	Identify sources of information about the individual and specific care plan activities
		1.2	Establish the individual's preferences about carrying out care plan activities
		1.3	Confirm with others own understanding of the support required for care plan activities
		1.4	Provide support for care plan activities in accordance with the care plan and with agreed ways of working
2.	Be able to support care plan activities	2.1	Encourage the active participation of an individual in care plan activities
		2.2	Adapt actions to reflect the individual's needs or preferences during care plan activities
3.	Be able to maintain records of care plan activities	3.1	Record information about implementation of care plan activities, in line with agreed ways of working
		3.2	Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised
4.	Be able to contribute to reviewing in the care plan	4.1	Describe own role and roles of others in reviewing care plan activities
		4.2	Seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences
		4.3	Contribute to review of how well specific care plan activities meet the individual's needs and preferences
		4.4	Contribute to agreement on changes that may need to be made to the care plan

Title:		Gain access to the homes of individuals, deal with emergencies and ensure security on departure	
		Y/616/4707	
Level:		2	
Credit value:		2	
Guided learning hours:		14	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1	Access information about general requirements for entering and leaving individuals' homes
		1.2	Identify special requirements and individual preferences for entering and leaving an individual's home
2.	Be able to gain entry to individuals' homes	2.1	Inform the individual and others about a planned visit
		2.2	Identify self on arrival by agreed means
		2.3	Gain entry to the individual's home in agreed ways
3.	Be able to take appropriate action when unable to gain entry to individuals' homes	3.1	Find out possible reasons for being unable to gain entry, using agreed ways of working
		3.2	Agree with others what steps to take if entry cannot be gained after further efforts
		3.3	Record and report on actions taken when unable to access an individual's home
		3.4	Explain why it is important to record and report on difficulties with access
4.	Be able to deal with emergencies encountered after gaining entry	4.1	Describe emergencies that may be encountered when gaining entry to an individual's home
		4.2	Deal with an emergency encountered after gaining entry, using agreed ways of working
		4.3	Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed
5.	Be able to ensure security when leaving individuals' homes	5.1	Implement general and specific requirements about leaving an individual's home
		5.2	Ensure that an individual's home is secure when leaving the premises
6.	Be able to review procedures for entering and leaving individuals' homes	6.1	Support the individual to give feedback on arrangements for entering and leaving their home
		6.2	Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise
		6.3	Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements
		6.4	Carry out agreed changes in arrangements for entering and leaving the individual's home

Title:		Contribute to supporting group care activities	
		D/616/4708	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the place of group care activities in the care and support of individuals	1.1	Explain how participating in group care activities can benefit an individual's identity, self-esteem and well- being
		1.2	Identify examples of when a group care activity may be the best way to meet an individual's care or support needs
		1.3	Explain why dilemmas may arise when providing support for individuals through group care activities
2.	Be able to contribute to the development of a supportive group culture	2.1	Support group members to understand the benefits of group activities
		2.2	Encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and well-being
		2.3	Describe ways to support group members to resolve any conflicts that may arise amongst themselves
3.	Be able to contribute to the implementation of group care activities	3.1	Work with individuals and others to agree approaches, content and methods for group care activities
		3.2	Carry out agreed role to support individuals and the group during activities
		3.3	Address any adverse effects and maximise benefits for individuals during activities
		3.4	Maintain records about group care activities in line with agreed ways of working
4.	Be able to contribute to the evaluation of group care activities	4.1	Contribute to agreeing with individuals and others the processes, roles and criteria for assessing group
		4.2	Carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities
		4.3	Describe ways to ensure that individuals and others are actively involved in the evaluation
		4.4	Contribute to agreeing changes to activities or processes to improve outcomes for individuals
Assessment requirements:			
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			

Title:		Meet food safety requirements when providing food and drink to individuals	
		Y/616/4710	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of food safety measures when providing food and drink for individuals	1.1	Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink
		1.2	Explain the importance of implementing food safety measures when providing food and drink for individuals
		1.3	Explain why personal protective clothing should be used when handling food and drink
		1.4	Explain why surfaces, utensils and equipment must be clean before beginning a new task
		1.5	Explain the importance of clearing and disposing of food waste promptly and safely
		1.6	Explain the importance of storing different types of food and drink safely
2.	Be able to maintain hygiene when handling food and drink	2.1	Explain when hands must be washed to maintain food hygiene
		2.2	Demonstrate effective handwashing for handling food and drink
		2.3	Use personal protective clothing to maintain hygiene when handling food and drink
		2.4	Ensure that all surfaces, utensils and equipment are clean before beginning a new task
3.	Be able to meet safety requirements when preparing and serving food and drink for individuals	3.1	Describe practices to control hazards when preparing and serving food and drink
		3.2	Prepare food and drink in ways that minimise risks to own safety and that of others
4.	Be able to meet safety requirements when clearing away food and drink	4.1	Clear away food and drink in ways that minimise risks to own safety and that of others
		4.2	Dispose of food waste promptly and safely
		4.3	Clean utensils and equipment effectively after use
		4.4	Store utensils and equipment safely
5.	Be able to store food and drink safely	5.1	Describe practices to control food safety hazards when storing different types of food and drink
		5.2	Store different types of food and drink safely
6.	Know how to access additional advice or support about food safety	6.1	Identify sources of information about food safety
		6.2	Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals
Assessment requirements: Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			

Title:		Support individuals in their relationships	
		H/616/4824	
Level:		3	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand factors affecting the capacity of individuals to develop and/or maintain relationships	1.1	Analyse reasons why individuals may find it difficult to establish or maintain relationships
		1.2	Describe types of legal restriction or requirement that may affect individuals' relationships
		1.3	Explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided
		1.4	Explain the importance of ensuring privacy and confidentiality when providing support for relationships
2.	Be able to support individuals to identify beneficial relationships	2.1	Support an individual to understand the likely benefits of positive relationships
		2.2	Support the individual to recognise when a relationship may be detrimental or harmful
		2.3	Work with the individual to identify specific relationships that are likely to be beneficial to them
3.	Be able to support individuals to develop new relationships	3.1	Describe types of support and information an individual may need in order to extend their social network.
		3.2	Establish with an individual the type and level of support needed to develop a new relationship
		3.3	Encourage continued participation in actions and activities to develop the relationship
4.	Be able to support individuals to maintain existing relationships	4.1	Describe types of support an individual may need in order to maintain an existing relationship with family or friends
		4.2	Establish with an individual the type and level of support needed to maintain the relationship
		4.3	Provide agreed support to maintain the relationship
5.	Be able to work with individuals to review the support provided for relationships	5.1	Establish with the individual the criteria for evaluating how effective support for a relationship has been
		5.2	Collate information about the relationship and the support provided
		5.3	Work with the individual and others to review and revise the support provided
		5.4	Report and record in line with agreed ways of working
Assessment requirements: Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual.			

Title:		Facilitate person-centred assessment, planning, implementation and review	
		H/616/4175	
Level:		3	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of person-centred assessment and care planning	1.1	Explain the importance of a holistic approach to assessment and planning of care or support
		1.2	Describe ways of supporting the individual to lead the assessment and planning process
		1.3	Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it
2.	Be able to facilitate person-centred assessment	2.1	Establish with the individual a partnership approach to the assessment process
		2.2	Establish with the individual how the process should be carried out and who else should be involved in the process
		2.3	Agree with the individual and others the intended outcomes of the assessment process and care plan
		2.4	Ensure that assessment takes account of the individual's strengths and aspirations as well as needs
		2.5	Work with the individual and others to identify support requirements and preferences
3.	Be able to contribute to the planning of care or support	3.1	Take account of factors that may influence the type and level of care or support to be provided
		3.2	Work with the individual and others to explore options and resources for delivery of the plan
		3.3	Contribute to agreement on how component parts of a plan will be delivered and by whom
		3.4	Record the plan in a suitable format
4.	Be able to support the implementation of care plans	4.1	Carry out assigned aspects of a care plan
		4.2	Support others to carry out aspects of a care plan for which they are responsible
		4.3	Adjust the plan in response to changing needs or circumstances
5.	Be able to monitor care plans	5.1	Agree methods for monitoring the way a care plan is delivered
		5.2	Collate monitoring information from agreed sources
		5.3	Record changes that affect the delivery of the care plan
6.	Be able to facilitate a review of care plans and their implementation	6.1	Seek agreement with the individual and others about: • who should be involved in the review process • criteria to judge effectiveness of the

			care plan
		6.2	Seek feedback from the individual and others about how the plan is working
		6.3	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
		6.4	Work with the individual and others to agree any revisions to the plan
		6.5	Document the review process and revisions as required

Title:		Support individuals to live at home	
		M/616/4177	
Level:		3	
Credit value:		4	
Guided learning hours:		29	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of supporting individuals to live at home	1.1	Describe how being supported to live at home can benefit an individual
		1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home
		1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
		1.4	Explain how risk management contributes to supporting individuals to live at home
2.	Be able to contribute to planning support for living at home	2.1	Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
		2.2	Identify with an individual their needs that may require additional support and their preferences for how the needs may be met
		2.3	Agree with the individual and others the risks that need to be managed in living at home and ways to address them
3.	Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1	Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
		3.3	Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
4.	Be able to work in partnership to introduce additional services for individuals living at home	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home
		4.2	Introduce the individual to new resources, services, facilities or support groups
		4.3	Record and report on the outcomes of additional support measures in required ways
5.	Be able to contribute to reviewing support for living at home	5.1	Work with the individual and others to agree methods and timescales for on-going review
		5.2	Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support
		5.3	Work with the individual and others to agree

			revisions to the support provided
Assessment requirements: This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment. Others may include: • family • friends • advocates • others who are important to the individual person's well-being Needs may include: • personal • physical • financial • social • environmental safety			

Title:		Support individuals who are bereaved	
		T/616/4083	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the effects of bereavement on individuals	1.1	Describe how an individual may feel immediately following the death of a loved one
		1.2	Analyse how the bereavement journey may be different for different individuals across the lifespan
2.	Understand principles for supporting individuals who are bereaved	2.1	Compare theories of bereavement
		2.2	Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
		2.3	Explain importance of empathy in supporting a bereaved individual
3.	Be able to support individuals to express their response to loss	3.1	Create an environment where the individual has privacy to express their emotions
		3.2	Use active listening skills to support the individual to express their thoughts, feelings and distress
4.	Be able to support individuals who are bereaved	4.1	Assess the individual's level of distress and their capacity for resilience
		4.2	Agree a programme of support with the individual and others
		4.3	Carry out own role within the support programme
		4.4	Support the individual to identify any changes they may need to make as a result of their loss
		4.5	Explain the importance of working at the individual's pace during the bereavement journey
		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future
5.	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved
		5.2	Describe how to assess whether a bereaved individual requires specialist support
		5.3	Explain the importance of establishing agreement with the individual for a referral to a specialist agency
6.	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved
		6.2	Use support systems to help manage own feelings
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.			
Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not			

intrude on the individual's privacy.

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

Others may include:

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

Support systems refers to a network of people who provide an individual with practical or emotional support

Title:		Work in partnership with families to support individuals Y/616/4089	
Level:		3	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand partnership working with families and family members in care and/or support	1.1	Describe the contribution families and family members have in caring for and/or supporting individuals
		1.2	Identify factors that may affect the level of involvement of family members
		1.3	Describe dilemmas or conflicts that may arise when working in partnership with families
		1.4	Explain how the attitudes of a worker affect partnership working
2	Be able to establish and maintain positive relationships with families and family members in care and/or support	2.1	Interact with family members in ways that respect their culture, values, experiences and expertise
		2.2	Show dependability in carrying out actions agreed with families
		2.3	Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
3	Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	3.1	Agree with the individual, family members and others the desired outcomes of partnership working within scope of own role
		3.2	Clarify own role, role of family members, and roles of others in supporting the individual
		3.3	Support family members to understand person-centred approaches and agreed ways of working
		3.4	Plan ways to manage risks associated with sharing care or support within scope of own role
		3.5	Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role
4.	Be able to work with families to access support in their role as carers	4.1	Identify the support required from families to fulfil their role
		4.2	Provide accessible information about available resources for support
		4.3	Work with family members to access resources for support
5.	Be able to exchange and record information about partnership work with families	5.1	Exchange information, within scope of own role, with the individual and family members about: • implementation of the plan • changes to needs and preferences
		5.2	Record information in line with agreed ways Of working about: • progress towards outcomes • effectiveness of partnership working
6.	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families and family members within scope of own role

		6.2	Involve the individual and family members in the reviews
7.	Be able to provide feedback about support for families	7.1	Provide feedback to others about the support accessed by family members
		7.2	Report on any gaps in the provision of support for family members
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles.			
Families and family members may include:			
• parents • legal guardians/those with legal responsibility • siblings • grandparents • step-parents • other relatives			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person			
Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers			
Others may include:			
• team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates			

Title:		Support use of medication in social care settings	
		H/616/4192	
Level:		3	
Credit value:		5	
Guided learning hours:		40	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the legislative framework for the use of medication in social care settings	1.1	Identify legislation that governs the use of medication in social care settings
		1.2	Outline the legal classification system for medication
		1.3	Explain how and why policies and procedures or agreed ways of working must reflect and incorporate legislative requirements
2.	Know about common types of medication and their use	2.1	Identify common types of medication
		2.2	List conditions for which each type of medication may be prescribed
		2.3	Describe changes to an individual's physical or mental well-being that may indicate an adverse reaction to a medication
3.	Understand roles and responsibilities in the use of medication	3.1	Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication
		3.2	Explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4.	Understand techniques for administering medication	4.1	Describe the routes by which medication can be administered
		4.2	Describe different forms in which medication may be presented
		4.3	Describe materials and equipment that can assist in administering medication
5.	Be able to receive, store and dispose of medication supplies safely	5.1	Demonstrate how to receive supplies of medication in line with agreed ways of working
		5.2	Demonstrate how to store medication safely
		5.3	Demonstrate how to dispose of un-used or unwanted medication safely
6.	Know how to promote the rights of the individual when managing medication	6.1	Explain the importance of the following principles in the use of medication: • consent • self-medication or active participation • dignity and privacy • confidentiality
		6.2	Explain how risk assessment can be used to promote an individual's independence in managing medication
		6.3	Describe how ethical issues that may arise over the use of medication can be addressed
7.	Be able to support use of medication	7.1	Demonstrate how to access information about an individual's medication
		7.2	Demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation

		7.3	Demonstrate strategies to ensure that medication is used or administered correctly
		7.4	Demonstrate how to address any practical difficulties that may arise when medication is used
		7.5	Demonstrate how and when to access further information or support about the use of medication
8.	Be able to record and report on use of medication	8.1	Demonstrate how to record use of medication and any changes in an individual associated with it
		8.2	Demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working
Assessment requirements:			
This unit must be assessed in line with Skills for Care and Development's Assessment Principles			
Learning outcomes 5, 7 and 8 must be assessed in the workplace.			

Title:		Prepare for and carry out extended feeding techniques	
		L/616/4350	
Level:		3	
Credit value:		4	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand anatomy and physiology in relation to extended feeding	1.1	Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
		1.2	Explain the importance of fluid and nutritional balance to the health of individuals
		1.3	Describe conditions where feeding may be undertaken by extended methods
2.	Understand extended feeding techniques	2.1	Explain techniques for extended feeding
		2.2	Describe equipment and materials that may be used for extended feeding
		2.3	Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
		2.4	Describe how to recognise and deal with adverse reactions which may occur - during procedures - following procedures
3.	Understand legislation and agreed ways of working when using extended feeding techniques	3.1	Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
		3.2	Explain the importance of following procedures exactly as specified
4.	Be able to manage risks relating to extended feeding	4.1	Identify potential risks associated with extended feeding
		4.2	Describe the potential sources and consequences of contamination
		4.3	Explain why it is important to: - maintain the correct level of cleanliness - pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
		4.5	Dispose of, in accordance with legislation and agreed ways of working: - Used equipment, materials and feeds - Body fluids including those aspirated prior to feeding
5.	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available
		5.2	Confirm the identity of the individual prior to carrying out the activity
		5.3	Obtain valid consent from the individual prior to carrying out the planned activity
		5.4	Confirm equipment and materials are:

			• appropriate to the procedure • fit for purpose
		5.5	Position the individual to ensure safety and comfort and facilitate the method of extended feeding
6.	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
		6.2	Carry out extended feeding safely and according to the individual's plan of care
		6.3	Observe the individual throughout the activity and respond to any adverse reactions
		6.4	Ensure the comfort of the individual following extended feeding
7.	Be able to maintain records and report on extended feeding	7.1	Complete required records
		7.2	Identify others who may be involved in reviewing the nutritional and fluid intake of an individual
		7.3	Report any findings about the process and the individual which may have an impact on the care plan

Assessment requirements:

Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.

Title:		Support person-centred thinking and planning	
		A/616/4716	
Level:		2	
Credit value:		5	
Guided learning hours:		34	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles and practice of person-centred thinking, planning and reviews.	1.1	Identify the beliefs and values on which person-centred thinking and planning is based
		1.2	Define person-centred thinking, person-centred planning and person-centred reviews
		1.3	Describe the difference that person-centred thinking can make to individuals and their families
		1.4	Describe examples of person-centred thinking tools
		1.5	Explain what a 'one-page profile' is
		1.6	Describe the person-centred review process
2.	Understand the context within which person-centred thinking and planning takes place	2.1	Outline current legislation, policy and guidance underpinning person-centred thinking and planning
		2.2	Describe the relationship between person-centred planning and personalised services
		2.3	Identify ways that person-centred thinking can be used: • with individuals • in teams
3.	Understand own role in person-centred planning, thinking and reviews.	3.1	Describe own role in person-centred thinking, planning and reviews when supporting individuals
		3.2	Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
		3.3	Describe how these challenges might be overcome
4.	Be able to apply person-centred thinking in relation to own life.	4.1	Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
		4.2	Describe own relationship circle
		4.3	Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life
		4.4	Describe how to prepare for own person-centred review
5.	Be able to implement person-centred thinking and person-centred reviews.	5.1	Use person-centred thinking to now and act on what is important to the individual
		5.2	Establish with the individual how they want to be supported
		5.3	Use person-centred thinking to know and respond to how the individual communicates
		5.4	Be responsive to how an individual makes decisions to support them to have maximum

			choice and control in their life
		5.5	Support the individual in their relationships and in being part of their community using person-centred thinking
		5.6	Ensure that the individual is central to the person-centred review process
		5.7	Explain how to ensure that actions from a review happen
Assessment requirements:			
LO 5 must be assessed in a real work situation			

Title:		Provide active support	
		F/616/4717	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how active support translates values into person-centred practical action with an individual	1.1	Explain how the key characteristics of active support differ from the hotel model
		1.2	Define the terms: • promoting independence • informed choice • valued life
		1.3	Explain how use of active support can promote independence, informed choice and a valued life
2.	Be able to interact positively with individuals to promote participation	2.1	Explain the three elements in positive interaction that promote an individual's participation in activity
		2.2	Break a routine task into manageable steps for an individual
		2.3	Provide different levels of help to support an individual to participate in a task or activity
		2.4	Positively reinforce an individual's participation in an activity
3.	Be able to implement person-centred daily plans to promote participation	3.1	Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement
		3.2	Use a structured person-centred format to ensure that a valued range of activities for an individual is available
		3.3	Use a structured format to plan support for an individual to participate in activities
4.	Be able to maintain person-centred records of participation	4.1	Record an individual's participation in activities
		4.2	Describe changes in an individual's participation over time
		4.3	Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle
Assessment requirements:			
LO 2, 3, and 4 must be assessed in real work environment.			

Title:		Support individuals to maintain personal hygiene	
		L/616/4204	
Level:		2	
Credit value:		2	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of good personal hygiene	1.1	Explain why personal hygiene is important
		1.2	Describe the effects of poor personal hygiene on health and well-being
2.	Be able to support individuals to maintain personal hygiene	2.1	Support an individual to understand factors that contribute to good personal hygiene
		2.2	Address personal hygiene issues with the individual in a sensitive manner without imposing own values
		2.3	Support the individual to develop awareness of the effects of poor hygiene on others
		2.4	Support the preferences and needs of the individual while maintaining their independence
		2.5	Describe how to maintain dignity of an individual when supporting intimate personal hygiene
		2.6	Identify risks to own health in supporting an individual with personal hygiene routines
		2.7	Reduce risks to own health when supporting the individual with personal hygiene routines
		2.8	Identify others who may be involved in supporting the individual to maintain personal hygiene
3.	Understand when poor hygiene may be an indicator of other underlying personal issues	3.1	Identify underlying personal issues that may be a cause of poor personal hygiene
		3.2	Describe how underlying personal issues might be addressed
Assessment guidance			
Learning outcome 2 must be assessed in a real work environment.			

Title:		Support parents with disabilities	
Level:		J/616/4718	
Credit value:		3	
Guided learning hours:		6	
Learning outcomes		43	
The learner will:		Assessment criteria	
The learner can:			
1.	Understand the legislative and policy frameworks that underpins good practice in the support of parents with disabilities	1.1	Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment
		1.2	Explain the statutory responsibilities placed on organisations towards families and children who are in need
2.	Understand the support parents with disabilities may need	2.1	Explain the support provided by adults and children's services to a family receiving support from both
		2.2	Explain the ways in which independent advocates can play an important role in the support of parents with disabilities
		2.3	Explain the benefits of providing support to families at the earliest stage possible
3.	Be able to support parents with disabilities	3.1	Assess the needs, strengths and preferences of the parent(s) and child/children to form the basis of any support
		3.2	Develop flexible support strategies to meet families' needs at the different stages of the child's development
		3.3	Implement support strategies to meet families' needs
		3.4	Evaluate support strategies to ensure they continue to meet the needs of the family
4.	Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children	4.1	Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need'
		4.2	Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities
		4.3	Support individuals with disabilities to overcome barriers to successful parenting
		4.4	Work in a way that promotes individuals' self- determination and self-confidence in their role as parents
		4.5	Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances
5.	Be able to develop positive working relationships with parents with	5.1	Analyse the findings of research into the wishes of parents with disabilities about

	disabilities		the qualities, attitudes and approaches they would like those working with them to have
		5.2	Use evidence-based approaches in developing positive relationships with parents with disabilities
6.	Be able to work in partnership with other workers, different services and informal support networks	6.1	Plan how to involve relevant services to support parents with disabilities and/or their children
		6.2	Access relevant services to support parents with disabilities and/or their children
		6.3	Demonstrate ways of helping to create, enhance and work with informal support networks
7.	Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child	7.1	Explain own role and responsibilities in relation to safeguarding children
		7.2	Identify the processes set up under child protection\legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary
		7.3	Describe the action to take in response to any concerns regarding safeguarding children
		7.4	Explain the types of support the child may need in his/her own right
		7.5	Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures
Assessment requirements:			
LOs 3, 4, 5 and 6 must be assessed in a real work situation			

Title:		Support individuals with self-directed support	
		L/616/4719	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support
		1.2	Explain the benefits of an individual having self-directed support
		1.3	Explain how legislation, policy or guidance underpin self-directed support
		1.4	Explain what the following terms mean: - indicative allocation - supported self-assessment - support plan - outcome focused review
		1.5	Outline the possible barriers to self-directed support
2.	Understand how to support individuals to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
		2.2	Explain how individuals can direct their own support if they do not have a personal budget
		2.3	Explain how person-centred planning can be used to inform a support plan
		2.4	Explain the roles of others who can assist individuals in developing their support plan
		2.5	Describe different ways that individuals can develop a support plan
		2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
		2.7	Describe what might be included in the costings for a support plan
3.	Understand the different ways that individuals can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support
		3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
		3.3	Explain what restrictions may be imposed on personal budgets
		3.4	Describe the criteria that are used to sign off a support plan
		3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe

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

Title:		Work with other professionals and agencies to support individuals with a physical disability	
		F/616/4720	
Level:		2	
Credit value:		3	
Guided learning hours:		21	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand types of social care provision for individuals with physical disabilities	1.1	Describe different social care provision for individuals
		1.2	Describe the different types of support and assistance that may be required at home
		1.3	Describe the types of support an individual may require in the community/workplace
		1.4	Identify equipment that may be used by the individual - in the home - in the community/workplace
2.	Understand the range of support provided by other professionals and agencies working with individuals with physical disabilities	2.1	Identify agencies and other professionals who provide support to individuals
		2.2	Describe the roles of professionals supporting individuals with physical disabilities
		2.3	Describe the services provided by agencies working with individuals
		2.4	Explain why it is important for different agencies to work together
3.	Be able to work in partnership with other professionals and agencies to support individuals with physical disabilities	3.1	Work in partnership with other professionals and agencies for the benefit of the individual
		3.2	Use effective communication with other professionals and agencies
		3.3	Involve the individual in joint working with other professionals and agencies
		3.4	Record the involvement of other professionals and agencies accurately in line with procedures or agreed ways of working
Assessment requirements:			
Learning outcome 3 must be assessed in a real work environment.			

Title:		Support individuals to negotiate environments	
		L/616/4722	
Level:		2	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the factors that impact on an individual being able to negotiate their environment	1.1	Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments
		1.2	Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments
2.	Be able to prepare to support an individual to negotiate an environment	2.1	Outline own role in supporting an individual to negotiate an environment
		2.2	Identify the environmental barriers that need to be addressed for an individual to negotiate an environment
		2.3	Use resources that are available to support the individual to negotiate an environment
3.	Be able to support an individual to negotiate an environment	3.1	Follow an agreed plan or instructions to support an individual to negotiate an environment
		3.2	Address the identified environmental barriers to support an individual to negotiate an environment
		3.3	Provide information which supports the individual when negotiating an environment
4.	Be able to review support provided to an individual to negotiate an environment	4.1	Find out how the individual felt about negotiating an environment
		4.2	Gather and record observations about the individual's ability to negotiate an environment
		4.3	Feedback recorded observations to others
		4.4	Identify own contributions to supporting an individual to negotiate an environment
		4.5	Adapt own practice to meet the needs of the Individual
Assessment requirements:			
Learning Outcomes 2, 3 and 4 must be assessed in a real work environment			

Title:		Understand own role in providing support following an incident of challenging behaviour	
		J/617/3788	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to encourage an individual to consider their own behaviour after a challenging incident.	1.1	Explain how consideration of their behaviour can help an individual manage the way that they behave moving forwards.
		1.2	Explain how to encourage someone to recognise triggers and feelings before they act in a challenging manner.
		1.3	Explain how to encourage an individual to understand the actions they took during an incident of challenging behaviour.
		1.4	Explain how to encourage an individual to understand the impact of their own challenging behaviour.
2.	Understand additional support available to those who exhibit challenging behaviour.	2.1	Outline processes for documenting and sharing information about incidents.
		2.2	Outline where individuals who behave in a challenging way may be referred
Assessment requirements: n/a			

Title:		Understand the process and experience of dementia	
		H/616/4080	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome
		1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
		1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
		1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
		1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2.	Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow up to diagnosis
		2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
		2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
		2.4	Describe the possible impact of receiving a diagnosis of dementia on the individual, their family and friends
3.	Understand how dementia care must be underpinned by a person-centred approach	3.1	Compare a person-centred and a non-person-centred approach to dementia care
		3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
		3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
		3.4	Describe ways in which individuals and carers can be supported to overcome their fears
Assessment requirements: This unit must be assessed in line with Skills for Health's Assessment Principles.			

Title:		Care for the elderly	
		M/616/4079	
Level:		2	
Credit value:		2	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the ageing process	1.1	Describe changes occurring with age, to include: • physical • psychological • emotional • social
		1.2	Outline the needs of the elderly in relation to the ageing process
2.	Be able to adapt communication techniques when caring for elderly patients	2.1	Outline ways to minimise barriers to communication
		2.2	Demonstrate communication techniques adapted for elderly patients
3.	Understand how to care for elderly patients	3.1	Describe conditions affecting the elderly, to include: • dementia • Parkinson's disease • stroke/TIA • arthritis • osteoporosis
		3.2	Describe how to adapt care plans for elderly patients
Assessment requirements:			
This unit must be assessed in line with Skills for Health Assessment Principles.			

Title:		Awareness of working in end of life care	
		L/616/8544	
Level:		2	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know different perspectives on death and dying	1.1	Outline the factors that can affect an individual's views on death and dying
		1.2	Outline the factors that can affect own views on death and dying
		1.3	Outline how the factors relating to views on death and dying can impact on practice
		1.4	Define how attitudes of others may influence an individual's choices around death and dying
2.	Understand aims, principles and legislative framework in relation to end of life care.	2.1	Explain the aims of end of life care
		2.2	Explain the legislation, national guidelines and frameworks that regulate quality of end of life care
		2.3	Explain the concept of palliative care
		2.4	Explain the stages of the local end of life care pathway
		2.5	Describe the principles of advance care planning
		2.6	Explain mental capacity, advocacy and decision-making in the context of end of life care
3.	Understand communication in end of life care	3.1	Explain how an individual's priorities and the ability to communicate may vary over time
		3.2	Explain the practitioner's role in responding to questions and cues from individuals and others regarding their end of life experience
		3.3	Propose responses to sensitive questions from individuals and others
		3.4	Outline strategies to manage emotional responses from individuals and others
		3.5	Explain the importance of sharing information with individuals and others in line with principles and local policy on confidentiality and data protection
4.	Know how to access the range of services available to individuals and others.	4.1	Identify the range of support services and facilities available to individuals and others
		4.2	Identify others who may be involved within a multi-disciplinary end of life care team
		4.3	Identify potential barriers an individual may face when accessing end of life care
		4.4	Suggest strategies to overcome barriers to accessing end of life care services
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles			
Factors may include: • social • cultural • religious			

- spiritual
- psychological
- emotional.

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

Others may include:

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

Support services and facilities may include:

- pastoral services
- other professionals
- citizens advice
- self-help organisations
- hospices.

Title:		Support individuals affected by Parkinson's	
		D/616/8547	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the signs, symptoms and progression of Parkinson's	1.1	Describe Parkinson's
		1.2	Describe the changes in the brain associated with the development of Parkinson's
		1.3	Describe Parkinson's in terms of: • motor symptoms • non-motor symptoms
		1.4	Describe young onset compared with traditional onset Parkinson's
		1.5	Describe the typical phases and timescale of the progression of Parkinson's
		1.6	Describe the range of conditions included in the term Parkinsonism
2.	Understand the impact of Parkinson's on the individual and others	2.1	Explain how motor and non-motor symptoms impact on an individual's quality of life
		2.2	Explain how Parkinson's impacts on an individual's relationships with others
		2.3	Explain how fluctuations in symptoms of Parkinson's impact on an individual and others
		2.4	Explain how Parkinson's impacts on the individual, to include: • communication • cognition • behaviour • emotions
3.	Understand the diagnosis, interventions and treatments to manage Parkinson's	3.1	Describe diagnosis and referral processes for an individual with Parkinson's
		3.2	Describe how local, community and statutory agencies, support services and networks can be accessed for/by an individual with Parkinson's
		3.3	Describe available practices and interventions to support individuals to manage symptoms
		3.4	Describe available treatment for an individual with Parkinson's
		3.5	Explain the management of nutrition and hydration for an individual with Parkinson's
4.	Understand the use of medication for Parkinson's	4.1	Explain the range of medication available to manage Parkinson's
		4.2	Evaluate common side-effects of medication for Parkinson's
		4.3	Explain the consequences of not administering medication on time
		4.4	Explain how side effects of medication for Parkinson's can be managed
5.	Be able to promote the health and wellbeing of individuals with Parkinson's	5.1	Apply person-centred strategies and techniques to manage: • communication difficulties

			• cognitive difficulties • behavioural changes.
		5.2	Work in partnership with the individual, professionals and others to improve health and wellbeing in related to: • mobility and falls • swallowing difficulties • sleep difficulties
		5.3	Contribute to the evaluation of services delivered to supporting individuals living with Parkinson's

Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

Parkinsonism (or Parkinson's syndrome) – a term used to describe a range of conditions that have similar symptoms to Parkinson's.

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

Title:		Care for individuals with nasogastric tubes	
		F/616/4071	
Level:		3	
Credit value:		3	
Guided learning hours:		19	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1	Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with naso-gastric tubes
		1.2	Describe the responsibilities and boundaries related to own role
		1.3	Outline how to prepare equipment and materials required for aspiration and the removal of naso-gastric tubes
		1.4	Explain the importance of following health and safety procedures
		1.5	Outline how to deal with concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of naso-gastric tubes
		1.6	Outline the action to take in the event of an individual reacting adversely to the naso-gastric procedure
2.	Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures	2.1	Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of naso-gastric tubes
		2.2	Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition
		2.3	Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of naso- gastric tubes
		2.4	Describe the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration
3.	Be able to prepare to carry out naso-gastric procedures	3.1	Apply standard precautions for infection control
		3.2	Apply health and safety measures relevant to the procedure and environment
		3.3	Prepare resources, equipment and materials needed for the aspiration and removal of naso- gastric tubes prior to starting the activity
		3.4	Confirm the individual's identity and gain valid consent prior to carrying out naso- gastric procedures
		3.5	Explain the procedure to the individual, ensuring they have all the information they require to meet their needs
		3.6	Position the individual and self so that the procedure can be carried out safely and comfortably
4.	Be able to support individuals undergoing naso-gastric	4.1	Carry out the naso-gastric procedures as directed and in accordance with the individual's care plan

	procedures		and local policy and protocol
		4.2	Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions
		4.3	Check the naso-gastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity
		4.4	Assess naso-gastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol
		4.5	Measure and record the volume of aspirate
		4.6	Pack up used equipment and materials and cover receptacles containing naso-gastric aspirate prior to leaving the immediate care area
		4.7	Dispose of used equipment and materials and naso-gastric aspirate in line with local policy and protocol
		4.8	Update records and make them available to the care team in line with local policy and protocol
Assessment requirements: This unit must be assessed in line with Skills for Health Assessment Principles			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner			
Valid consent must be in line with agreed UK country definition			

Title:		Awareness of the Mental Capacity Act 2005	
		F/616/4085	
Level:		3	
Credit value:		3	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of the Mental Capacity Act 2005	1.1	Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
		1.2	Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
		1.3	Explain how the Mental Capacity Act 2005: - empowers people to make decisions for themselves - protects people who lack capacity by placing them at the heart of the decision making process
		1.4	Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2.	Understand the key elements of the Mental Capacity Act 2005	2.1	Define the five statutory principles included in the Mental Capacity Act 2005
		2.2	Describe when a worker must comply with the Mental Capacity Act 2005
		2.3	Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity
		2.4	Explain 'capacity' as defined in the Mental Capacity Act 2005
		2.5	Explain 'best interests' as defined in the Mental Capacity Act 2005
		2.6	Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'
		2.7	Identify whose responsibility it is to assess 'capacity' and 'best interests'
		2.8	Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
		2.9	Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed
		2.10	Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions
3.	Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1	Identify the range of actions that amount to restraint
		3.2	Identify the factors which make restraint lawful under the Mental Capacity Act 2005
		3.3	Describe the circumstances where the restrictions

			or restraint being used amount to a person being 'deprived of their liberty'
		3.4	Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'
		3.5	Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'
4.	Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.1	Explain the legal status of the Mental Capacity Act 2005, Code of Practice
		4.2	Explain the purpose of the Mental Capacity Act 2005, Code of Practice
		4.3	Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Assessment requirements:

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

Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision:

Mental Capacity Act Code of Practice (Chapter 5)

Deprived of their liberty - Mental Capacity Act Code of Practice (Chapter 6)

Title:		Promote wellbeing of individuals and groups by supporting activities	
		K/616/8549	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how activity affects wellbeing	1.1	Describe what is meant by activity provision in the context of adult care
		1.2	Describe types of activities that focus on self-care social interaction
		1.3	Describe how engagement and participation in activities can support an individual's wellbeing to include the benefits on an individual's • identity • self-esteem • contentment
		1.4	Explain how to support individuals to participate
2.	Be able to support individuals to identify and plan activities	2.1	Work with individuals and others to identify interests, choices, preferences and needs in relation to activities
		2.2	Agree with individuals activities that meet their interests, choices, preferences and needs
		2.3	Contribute to risk assessment for participation in activities
		2.4	Support individuals to understand activities that have been agreed
3.	Be able to support group members to identify and plan activities	3.1	Support group members to engage and communicate within a group
		3.2	Work with group members to agree and plan activities
		3.3	Support group members to understand activities that have been agreed
		3.4	Facilitate interaction between group members to promote pleasure, cooperation, inclusion and well-being
4.	Be able to encourage and support individuals and groups to participate in activities	4.1	Promote active participation through support given to individuals and groups
		4.2	Modify support to address any requests, changes or difficulties
		4.3	Give feedback to individuals during activities which is positive and constructive
		4.4	Maintain records relating to activities in live with agreed ways of working
5.	Contribute to the review, evaluation and improvement of activities	5.1	Encourage individuals and group members to feedback on the activities and support provided
		5.2	Encourage individuals and group members to suggest how activities can be maintained or improved
		5.3	Contribute to reviewing and evaluating activities to improve outcomes for individuals and groups
		5.4	Contribute to agreeing improvements to activities or processes to benefit individuals and group

			members
		5.5	Report findings of the review and evaluation in line with agreed ways of working
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles Wellbeing may include: • social • emotional • cultural • intellectual • economic • physical • mental Types of activities may include: • leisure and recreational • social activities, visits and trips • religious and cultural interests • entertainment • hobbies • self-care activity • spontaneous activity • therapeutic activity, e.g. reminiscence therapy, relaxations and anxiety management, remedial games, art or music • therapy assistance, e.g. physiotherapy, occupational therapy, speech therapy Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Agreed ways of working includes policies and procedures where these exist.			

Title:		Support individuals in meeting their nutritional and hydration needs	
		D/616/8550	
Level:		2	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the features of a balanced diet	1.1	Explain why a balanced diet is important
		1.2	Describe nutritional guidelines for a balanced diet
		1.3	Outline the main food groups
		1.4	Give examples of sources of essential nutrients
		1.5	Summarise how nutritional requirements vary between different groups
		1.6	Explain how poor diet impacts on health and wellbeing
2.	Understand hydration	2.1	Explain the importance of adequate hydration
		2.2	Describe the signs of dehydration
		2.3	Explain how dehydration impacts on health and wellbeing
3.	Understand how to prevent malnutrition	3.1	Describe the signs of malnutrition
		3.2	Outline factors that may increase the risk of malnutrition
		3.3	Describe ways of fortifying food and drink to increase the nutritional density
		3.4	Describe how nutritional supplements can be used
4.	Understand how an individual's special dietary requirements can be met	4.1	Describe factors which influence the dietary needs and preferences of an individual
		4.2	Give examples of special dietary requirements needed to manage identified health conditions
		4.3	Explain the potential risks of not meeting special dietary requirements
		4.4	Explain what is meant by the terms food intolerance and food allergy
		4.5	Identify sources of information and support available to individuals who have special dietary requirements
5.	Understand person-centred approaches to supporting nutrition and hydration	5.1	Explain why it is important to understand an individual's nutrition and hydration needs.
		5.2	Describe how the mealtime environment can present a barrier to meeting nutritional and hydration needs
		5.3	Describe how the presentation of food and the mealtime environments can promote nutrition and hydration
		5.4	Describe how to maintain dignity, respect and independence when assisting individuals with eating and drinking
		5.5	Describe how aids and adaptations can be used to support an individual with eating and drinking
6.	Be able to support and monitor nutrition and hydration	6.1	Work with an individual to identify their food and drink choices
		6.2	Work with the individual to select options which

			meet their nutritional needs
		6.3	Assess the level and type of support an individual need for eating and drinking
		6.4	Support an individual to position themselves in a way that is comfortable and promotes digestion
		6.5	Apply food safety procedures when preparing and handling food and drink
		6.6	Present food with utensils and aids to meet individual preferences
		6.7	Dispose of waste in line with agreed ways of working
		6.8	Maintain records to monitor nutrition and hydration
		6.9	Explain how to respond to concerns regarding nutrition and hydration
7	Understand food safety and hygiene requirements	7.1	Outline food safety standards
		7.2	Explain hazards relevant to handling and storing food
		7.3	Describe food safety and hygiene procedures for: • storage • preparation • serving and presentation • disposal
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Risk factors may include: • dysphagia • effects of medication • physical or mental health • specific conditions such as dementia • oral health • communication • understanding of healthy and balanced diet appropriate to the individual			

Title:		Understand positive behaviour support principles	
		H/616/8551	
Level:		2	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand current legislation, frameworks, policies and codes of practice relevant to positive behaviour support	1.1	Outline legislation, frameworks, policies and codes of practice relevant to positive behaviour support
		1.2	Explain the meaning of 'restrictive interventions'
		1.3	Explain what is meant by 'least restrictive intervention'
		1.4	Identify situations where restrictive interventions may be used
		1.5	Outline the safeguards necessary if restrictive intervention is used
2.	Understand behaviour as a form of expression	2.1	Explain the meaning of 'positive behaviour'
		2.2	Describe types of behaviours that challenge
		2.3	Explain why behaviour is regarded as a form of expression
		2.4	Describe factors that might influence an individual's behaviour
3.	Understand strategies which support positive behaviour	3.1	Describe proactive and reactive strategies that support positive behaviour
		3.2	Describe why positive behaviour with individuals should be reinforced
4.	Understand positive behaviour support	4.1	Explain what is meant by 'positive behaviour support'
		4.2	Describe how positive behaviour support is planned
		4.3	Explain why patterns of behaviour and triggers to challenging behaviour are identified
		4.4	Describe factors to consider when planning positive behaviour support.
		4.5	Identify sources of support, information, and guidance for promoting positive behaviour
		4.6	Explain why strategies for positive behaviour support should be reviewed and revised
5.	Understand how to manage behaviour that challenges	5.1	Identify reasons why an individual's behaviour may change
		5.2	Identify signs that an individual's behaviour may become challenging
		5.3	Explain actions to take if an individual displays behaviour that challenges
		5.4	Describe procedures for recording and reporting an incident
6.	Understand how to support individuals and others when an incident of behaviour that challenges has occurred	6.1	Describe how to support an individual an incident of behaviour that challenges has occurred
		6.2	Describe how to support an individual to reflect on an incident
		6.3	Describe the potential impacts on others who have witnessed or been involved in an incident. of behaviour that challenges
		6.4	Explain why self-reflection may be beneficial following an incident
		6.5	Explain circumstances when the practitioner would

		seek advice and support following an incident
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles. Behaviours may include: • repetitive/obsessive behaviour • withdrawn behaviour • aggressive behaviour • self-injurious behaviour • disruptive behaviour • anti-social or illegal behaviour • verbally or physically abusive behaviour • uninhibited behaviour. Factors (2.4) may include: Intrinsic or internal factors relating to the individual, e.g: • conditions such as dementia or autism that are associated with making sense of the environment or processing information • stress response • sensory needs • frustration • pain • past experiences • physical or mental health • boredom • confusion or memory impairment Extrinsic or external factors, e.g: • changes to routine • transition • environmental stress triggers • behaviour of others • inadvertent reinforcement of negative behaviour • inconsistent approaches • lack of structure or boundaries • abuse or exploitation by others • bullying • excessive demands • not being heard or listened to • lack of communication or information. Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Factors (4.4) may include: • historical • physical and mental capacity • substance misuse • risk from others. Self-reflection may include: • how the individual was feeling at the time, prior to and directly before the incident • the individual's behaviour • the consequence of the individual's behaviour		

- how the individual was feeling after the incident.

Others may include:

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

Title:		Understand how to support individuals to care for their feet K/616/8552	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the structure and function of the foot and ankle	1.1	Describe the structure of the foot and ankle
		1.2	Outline the function of the structure of the foot and ankle
		1.3	Explain the importance of foot mobility and blood circulation
		1.4	Describe the process of toenail growth and how this is affected by ageing
2.	Understand the causes and risk factors of problems affecting the foot	2.1	Describe how common medical conditions can affect the feet and toenails
		2.2	Outline why an individual's ability to care for their feet may be limited
		2.3	Describe how the feet and toenails are affected by unsanitary living conditions
		2.4	Describe how the feet and toenails are affected by unsuitable footwear
		2.5	Explain the support available to individuals at risk of developing foot and toenail problems
3.	Understand how to carry out foot and nail care	3.1	Describe how to assist individuals with foot and nail care
		3.2	Describe common signs of foot problems
		3.3	Identify items within a toolkit for basic personal foot and nail care
		3.4	Describe how to prepare a comfortable and safe environment for foot and nail care
		3.5	Explain how to clip and file toenails
		3.6	Describe infection control requirements relevant to foot care
		3.7	Explain the main points of skin care for the feet
		3.8	Describe features of healthy footwear
4.	Understand reporting and referral procedures relevant to foot care	4.1	Describe how to refer an individual for podiatry services
		4.2	Outline how to report and record foot care support
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.			
Medical conditions may include: • diabetes • arthritis • peripheral vascular disease • eczema.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			
Individuals at risk Individuals with conditions that heighten the likelihood of foot and toenail problems. Signs of foot problems may include: • cuts			

- sores
- blood or fluid leakage
- swelling
- redness
- bruising
- warm areas
- verrucas
- corns
- calluses
- in-growing toenails
- athletes foot
- fungal nail infections
 - pressure ulcers. Skin care may include:
- hygiene
- washing or soaking
- drying
- application of creams
- application of prescribed treatments
 - use of massage. Footwear may include:
- slippers
- socks or tights
- shoes

Title:		Support individuals with acquired brain injury and their families and carers	
		M/616/8553	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand what is meant by 'acquired brain injury'	1.1	Explain the term 'acquired brain injury'
		1.2	Identify acquired brain injury occurs
		1.3	Describe types of brain injury
2	Understand how acquired brain injury impacts on individuals	2.1	Summarise the initial effects of acquired brain injury on the individual
		2.2	Summarise the long-term effects of acquired brain injury to include: • physical • functional • cognitive • behavioural • emotional
		2.3	Explain the terms 'dysphasia' and 'dysarthria'
		2.4	Outline how acquired brain injury may change the personality of an individual
		2.5	Describe how a lack of self-awareness may affect: an individual with acquired brain injury and others
3	Understand the needs of families and carers when an individual has an acquired brain injury	3.1	Outline how changes resulting from acquired brain injury may impact on others
		3.2	Explain the importance of working in person-centred ways
		3.3	Explain the importance of working in family-centred ways
		3.4	Summarise the rights of carers
4.	Be able to respond to behaviour that challenges	4.1	Explain what is meant by behaviours that challenge
		4.2	Monitor patterns of behaviour
		4.3	Work with others to make sure that approaches to responding to behaviour that challenges. are consistent
		4.4	Reflect on how an individual's behaviour impacts on own feelings and attitudes
		4.5	Identify sources of support to respond to behaviour that challenges
		4.6	Describe how behaviour that challenges is recorded and reported
5.	Be able to support families and carers of individuals with acquired brain injury	5.1	Identify support needs with families and carers
		5.2	Recognise and signpost when a primary carer is entitled to a Carer's Assessment
		5.3	Report additional needs of primary carers in line with agreed ways of working
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.			
Acquired brain injury may include:			

- traumatic brain injury
- mild/moderate brain injury
- severe brain injury.

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

Functional The individual's ability to carry out day-to-day tasks, e.g. dressing, washing and cooking. It does not solely mean physical ability but can also mean concentration and motivation for doing tasks.

Changes in personality may include:

- irritability
- uninhibited behaviour
- frustration
- loss of social skills
- change in self-awareness
- changes in insight.

Others may include:

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

Behaviours that challenge may include:

- physical violence
- threatening language

Title:		Support individuals with autistic spectrum conditions	
		A/616/4215	
Level:		3	
Credit value:		4	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislative frameworks that relate to individuals with autistic spectrum conditions	1.1	Outline the legislative frameworks that relate to an individual with autistic spectrum condition
		1.2	Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition
2.	Understand the main characteristics of autistic spectrum conditions	2.1	Outline a range of theories on autistic spectrum condition
		2.2	Explain the characteristics of autistic spectrum conditions
		2.3	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
		2.4	Describe other conditions that may be associated with the autistic spectrum
		2.5	Describe how language and intellectual abilities vary across the autistic spectrum
3.	Be able to support individuals with autistic spectrum conditions	3.1	Describe an individual's experience of the autistic spectrum condition and its characteristics
		3.2	Support an individual to understand the impact of their autistic condition on themselves and others
		3.3	Encourage an individual to recognise the strengths of their characteristics
		3.4	Support an individual with an autistic spectrum condition to develop their personal skills
		3.5	Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition
4.	Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication	4.1	Identify specific methods of communication for an individual
		4.2	Use specific methods of communication to support interactions with an individual
		4.3	Ascertain patterns of behaviour associated with an individual's autistic spectrum condition
		4.4	Support an individual in ways that recognise the significance and meaning of their behaviour
5.	Be able to support individuals with transitions and change	5.1	Support an individual with autistic spectrum condition to make transitions
		5.2	Work with an individual and other to recognise routines that are important to the

			individual
		5.3	Support an individual during changes to their Routines
		5.4	Enable an individual to use routines to make sense and order of their daily life
		5.5	Recognise how to make adaptations to the physical sensory environment to: • reduce sensory overload • increase sensory stimulation
		5.6	Work with an individual and others to develop strategies that help them manage their physical and sensory environment
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development Assessment Principles			

Title:	Support individuals with dementia	
	T/616/8554	
Level:	2	
Credit value:	4	
Guided learning hours:	35	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Understand legislation and frameworks relevant to the care and support of individuals with dementia	1.1	Identify legislation and frameworks relevant to the care and support of individuals with dementia
	1.2	Describe how the rights of an individual with dementia are upheld by agreed ways of working
	1.3	Describe how the care and support meets the best interests of an individual with dementia
	1.4	Describe what is meant by a least restrictive way of providing care and support
	1.5	Describe the rights of carers
2. Use techniques which facilitate positive interactions with individuals with dementia	2.1	Describe how an individual's ability to communicate and interact is influenced by dementia
	2.2	Describe techniques to facilitate positive interactions with individuals with dementia
	2.3	Meet the communication needs of an individual with dementia by adapting interactions
3. Support the rights and choices of individuals with dementia	3.1	Explain how an individual can be supported to live well with dementia by using information on personality and life history
	3.2	Describe how an individual's life history and cultural values are used when planning to meet their needs
	3.3	Support an individual with dementia to identify and manage risks in their care and support
	3.4	Support an individual with dementia to access opportunities suitable for their abilities, needs and preferences
	3.5	Contribute to an environment in which an individual with dementia can achieve their potential
4. Support carers and others in the care and support of individuals with dementia	4.1	Describe the role of carers and others in supporting individuals with dementia
	4.2	Cooperate with carers and others to support an individual with dementia
	4.3	Support a carer to enable an individual with dementia to achieve their potential
Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.		
Legislation and frameworks may include: • Care Act 2014 • Equality Act 2010 • Living Well with Dementia – the National Dementia Strategy 2009 • Mental Health Act 2007 • Mental Capacity Act 2005 • General Data Protection Regulation • Human Rights Act 1998		

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

Best interests with reference to Mental Capacity Act 2005

Environment may include:

- social
- physical

Others may include:

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

Title:		Understanding learning disability	
		A/616/8555	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand legislation and policies relevant to learning disability	1.1	Define what is meant by learning disability
		1.2	Outline legislation and policies in relation to individuals with learning disabilities
		1.3	Explain how legislation and policies influence the day-to-day experience of individuals with learning disabilities and their families
2.	Understand learning disability	2.1	Identify causes of learning disability
		2.2	Compare the medical model and the social model of learning disability
		2.3	Describe the impact of learning disability on the individual in relation to: • social health and well-being • emotional health and well-being • cognitive health and well-being • physical health and well-being
		2.4	Describe the impact of learning disability on the outcomes and life chances of individuals
3.	Understand how the health and social care practitioner supports individuals with learning disabilities	3.1	Describe the role and responsibilities of the health and social care practitioner in relation to supporting individuals with learning disabilities
		3.2	Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: • the provision of care and support • where the individual lives • daytime activities • employment • sexual relationships • parenthood • the provision of healthcare
		3.3	Describe the support available for individuals with learning disabilities

Assessment requirements: This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

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

Medical model may include:

- biological/physical aspects
- diagnosis and treatment
- independence
- choice
- medical experts

Social model may include:

- individual experience
- social perceptions
- societal change
- removing barriers
- equality, inclusion and participation

Impact may include:

- independence
- relationships
- self-confidence, self-esteem
- contribution
- aspirations
- achievement
- education/employment
- discrimination

Title:		Understanding mental health	
Level:		D/616/8712	
Credit value:		2	
Guided learning hours:		4	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know what is meant by mental health and mental ill-health	1.1	Define what is meant by mental health and mental ill-health
		1.2	Describe the components of mental well-being
		1.3	Describe the risk factors associated with developing mental health problems
		1.4	Identify examples of mental health problems
2.	Understand how mental health care has changed over time	2.1	Describe how mental health care has changed with regard to: - historical approaches to care - the use of community care
		2.2	Explain the impacts of the changes in mental health care
3.	Understand the social context of mental illness	3.1	Describe social and cultural attitudes to mental illness
		3.2	Describe media attitudes to mental illness
		3.3	Explain the impact of these attitudes on individuals and their care
4.	Understand the legal context of mental illness	4.1	Identify relevant legislation in relation to mental illness
		4.2	Outline the implications in legislation for the provision of care to an individual with mental health problems
		4.3	Outline legal provisions for individuals who are unable to make decisions for themselves due to mental health problems
		4.4	Outline the legal issues around confidentiality and data protection in relation to individuals with mental health problems

Title:		Support mental health and well-being	
		F/616/8556	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the legal framework relevant to mental health	1.1	Identify legislation relevant to mental health
		1.2	Outline how the provision of care for an individual with mental health problems is informed by the legislation
		1.3	Summarise the legal provisions for individuals who are unable to make decisions for themselves
		1.4	Describe confidentiality and data protection in relation to individuals with mental health problems within the legal principles
2.	Know what is meant by mental health and mental ill health	2.1	Define what is meant by mental health
		2.2	Define what is meant by mental ill health
		2.3	Describe what is meant by mental well-being
		2.4	Describe risk factors which are associated with the development of mental health problems
		2.5	List examples of mental health problems
3.	Understand mental ill health within the social context	3.1	Describe the impact of social influences on mental ill health
		3.2	Describe the impact of cultural influences on mental ill health
		3.3	Describe the impact of media influences on mental ill health
		3.4	Explain the impact that social, cultural and media influences have on individuals with mental health problems and their care
4.	Be able to support the mental well-being and mental health of individuals	4.1	Describe how an individual may promote their own mental health and wellbeing
		4.2	Support an individual to promote their own mental health and well-being
		4.3	Support an individual to develop positive relationships
		4.4	Contribute to the promotion of social inclusion
Assessment requirements:			
This unit must be assessed in line with the Skills for Care and Development Assessment Principles.			
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.			

Title:		Support the assessment of individuals with sensory loss	
		J/616/8557	
Level:		3	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand own role and role of others in relation to the assessment of individuals with sensory loss and their carers	1.1	Outline current legislation and guidance relevant to the assessment of individuals with sensory loss
		1.2	Describe the rights of individuals with sensory loss and their carers in relation to assessment
		1.3	Describe the scope of own role and responsibilities in supporting the assessment of individuals with sensory loss
		1.4	Identify the range and roles of others involved in the assessment of individuals with sensory loss
		1.5	Describe the factors to be considered in an assessment for individuals with sensory loss
		1.6	Explain the importance of using both formal and informal methods to gather information for assessments
		1.7	Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment
2.	Understand own role and the role of others in promoting the interests of individuals with sensory loss	2.1	Explain the importance of promoting awareness of sensory loss
		2.2	Outline how awareness of sensory loss can be promoted within own role
		2.3	Describe the roles of self and others in promoting the interests of individuals with sensory loss
		2.4	Describe the role of individuals in promoting awareness of sensory loss
3.	Be able to support the assessment of individuals with sensory loss	3.1	Agree with the individual and others the areas of assessment required
		3.2	Support the active participation of the individual during the assessment process
		3.3	Contribute to the assessment within boundaries of own role
		3.4	Provide records to others to support an assessment of an individual with sensory loss adhering to confidentiality agreements and data protection
		3.5	Monitor and review support and progress against agreed outcomes of the assessment
4.	Be able to support primary carers	4.1	Communicate with primary carers to identify support needs
		4.2	Contribute to the assessment of primary carers' needs
		4.3	Record and report the findings of the assessment of primary carers' needs
		4.4	Identify sources of information and support for referral
5.	Be able to promote evidence-	5.1	Inform individuals and others on evidence-based

	based practice relevant to sensory loss		practice relevant to sensory loss
		5.2	Improve practice using information, resources or evidence-based practice
		5.3	Review outcomes of application of evidence-based practice for the individual, others and the service

Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles

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

Sensory loss may include:

- sight loss
- hearing loss
- deaf/blindness

Others may include:

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

Factors may include:

- communication
- assistive technology
- positive risk assessment
- mobility and falls
- environment

Formal and informal methods could include:

- observation
- communication
- feedback from individuals
- feedback from families/carers/friends
- deterioration in the environment

Title:		Parkinson's disease awareness	
		J/617/3791	
Level:		2	
Credit value:		3	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the signs, symptoms, and causes of Parkinson's disease	1.1	Outline the signs of Parkinson's
		1.2	Outline the symptoms of Parkinson's
		1.3	Describe the mechanisms for diagnosing Parkinson's disease
		1.4	Describe what is 'traditional onset' and possible causes in the context of Parkinson's disease
		1.5	Describe what is 'young-onset' and possible causes in the context of Parkinson's
2.	Understand the treatments and services available to people with Parkinson's disease.	2.1	Describe the range of treatments available to individuals who are diagnosed with Parkinson's disease
		2.2	Describe the range of services offered to an individual who is diagnosed with Parkinson's disease to support their day-to-day life
		2.3	Explain how support strategies can be implemented to help an individual who has secondary problems as a result of Parkinson's disease
		2.4	Explain the support mechanisms in place to help an individual living with Parkinson's disease who is demonstrating psychological anguish
3.	Understand the impact of living with Parkinson's disease.	3.1	Describe how the behaviour of others has a direct impact on an individual living with Parkinson's
		3.2	Describe how Parkinson's has the potential to impact psychologically on individuals living with the condition, family members and support service staff