Handbook

CD2 – VTCT (Skillsfirst) Level 2 Diploma in Care (RQF)

603/2806/X

Version 5

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Diploma in Care (RQF)
Qualification number	603/2806/X
Product code	CD2
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	46
Total Qualification Time (TQT)	460
Guided Learning (GL) hours	319
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)
Qualification partnership	

2 Qualification information

2.1 Qualification aim and design

This qualification recognises the knowledge, skills and behaviours needed to demonstrate effective communication, person development, values and behaviours, health and wellbeing, responsibilities of self and others and safeguarding.

It is suitable for learners who are already working within the care sector, such as an adult care worker, a healthcare assistant/support worker, personal assistant, etc. It could also be suitable for those seeking employment who having the ability and the opportunity to demonstrate recognisable competences.

It could also be used as CPD for experienced and specialist staff in adult care seeking a qualification to recognise their competence.

2.2 Progression opportunities

This qualification provides progression to the following qualifications:

- Level 3 Diploma in Adult Care (RQF)

and other related higher-level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Diploma in Care (RQF) learners must achieve all mandatory units. All **46** credits must be achieved, of which a minimum of **20** credits must be from optional units.

The minimum TQT required to achieve this qualification is **460**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 26 credits				
CA1	Communication in care settings	2	3	T/616/7792
CA2	Handle information in care settings	2	2	A/616/7793
CA3	Personal development in care settings	2	3	F/616/7794
CA4	Implement person-centred approaches in care settings	2	5	J/616/7795
CA5	Equality and inclusion in care settings	2	2	L/616/7796
CA6	Health, safety and well-being in care settings	2	4	R/616/7797
CA7	Responsibilities of a care worker	2	2	Y/616/7798
CA8	Duty of care	2	2	D/616/7799
CA9	Safeguarding and protection in care settings	2	3	J/616/7800

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): 20 credits				
CH60	Support carers to meet the care needs of individuals	3	5	R/602/4011
DA1	Understand diabetes	2	4	T/505/1143
DEM201	Dementia awareness	2	2	J/601/2874
ELC1	Understand how to work in end of life care	2	3	A/503/8085
HSC2001	Provide support for therapy sessions	2	2	D/601/9023
HSC2003	Provide support to manage pain and discomfort	2	2	K/601/9025
HSC2014	Support individuals to eat and drink	2	2	M/601/8054
HSC2017	Provide agreed support for foot care	2	3	R/601/8063
HSC2024	Undertake agreed pressure area care	2	4	T/601/8721
HSC2027	Obtain and test specimens from individuals	2	2	J/601/8853
HSC3045	Promote positive behaviour	3	6	F/601/3764
HSC3046	Introduction to personalisation in social care	3	3	K/601/9493
LD201	Understand the context of supporting individuals with learning disabilities	2	4	K/601/5315
LD210	Introductory awareness of autistic spectrum conditions	2	2	M/601/5316
MHL202	Approaches to care and management in mental health	2	3	K/601/2950
PDOP23	Understand the impact of acquired brain injury on individuals	2	3	J/601/5824
SCM301	Understand stroke care management	3	4	H/615/4486
SHM4	Record keeping and audit processes for medication administration and storage	2	3	F/601/9578
SSMU21	Introductory awareness of sensory loss	2	2	F/601/3442
SSOP23	Contribute to the support of individuals with multiple conditions and/or disabilities	2	3	A/601/4895
SSOP24	Contribute to supporting individuals in the use of assistive technology	2	3	H/601/3451
LD206	Principles of supporting an individual to maintain personal hygiene	2	1	H/601/5703
ASM34	Administer medication to individuals, and monitor the effects	3	5	Y/501/0598
HSC2007	Support independence in the tasks of daily living	2	5	T/601/8637
HSC2008	Provide support for journeys	2	2	A/601/8025

HSC2013	Support care plan activities	2	2	R/601/8015
HSC2015	Support individuals to meet personal care needs	2	2	F/601/8060
HSC2019	Gain access to the homes of individuals, deal with emergencies and ensure security on departure	2	2	R/601/7902
HSC2028	Move and position individuals in accordance with their plan of care	2	4	J/601/8027
HSC3020	Facilitate person centred assessment, planning, implementation and review	3	6	H/601/8049
LD202	Support person centred thinking	2	5	L/601/6442
LDOP203	Provide active support	2	3	Y/601/7352
HSC2031	Contribute to support of positive risk-taking for individuals	2	3	A/601/9546

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Assessors and those responsible for internal quality assurance are appointed by the recognised centre and approved by Skillsfirst through the external verifier

4.3 Occupational competence

To be occupationally competent, an assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at the unit level which might mean different assessors across a whole qualification. Being occupationally competent means that the assessor is also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.4 Occupational knowledge

To be occupationally knowledgeable, each assessor should possess knowledge and understanding relevant to the qualifications and/or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.5 Qualification requirements of those involved in assessment and internal quality assurance

Assessors must hold, or be working towards, the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an assessor is occupationally competent, but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Those responsible for internal quality assurance must hold, or be working towards, the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify, however, they must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Skillsfirst would like to remind centres that it is their responsibility to familiarise themselves with Skills for Care's assessment principles. For further information go to: www.skillsforcare.org.uk

4.6 Expert witnesses

4.6.1 Overview

Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Skillsfirst's requirements for the assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.

4.6.2 Requirements for expert witnesses

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise

4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and those responsible for internal quality assurance plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to these requirements.

4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide evidence for each unit which may be supplied via observation of workplace activities, expert witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role. It is expected that learners will practise core values and attitudes, such as dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality.

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Skills-based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals and their families and carers. Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

Assessment decisions for skills-based learning outcomes must be made by an assessor qualified to make assessment decisions. Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.

Assessment of knowledge-based learning outcomes

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles

5.3 Simulation and witness testimony

Simulation may not be used as an assessment method for skills-based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.

Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills. Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

CA1 – Communication in care settings

Unit reference number: T/616/7792

Level: 2   **Credit value: 3**   **Guided Learning (GL) hours: 23**

Unit aim

This unit is aimed at those who work in care settings and introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand why communication is important in the work setting

LO2 Be able to meet the communication and language needs, wishes and preferences of individuals

LO3 Be able to reduce barriers to communication

LO4 Be able to apply principles and practices relating to confidentiality at work

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

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

Preferences may be based on:
- beliefs
- values
- culture

Communication methods may include:
a) non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour

b) verbal communication
- vocabulary
- linguistic tone
- pitch

c) technological aids

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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's communication needs, wishes and preferences
	2.3 Show how and when to seek advice about communication

Learning Outcome	Assessment Criteria
LO3 Be able to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Demonstrate how to reduce barriers to communication in different ways
	3.3 Demonstrate ways to check that communication has been understood
	3.4 Identify sources of information, support and **services** to enable more effective communication

Learning Outcome	Assessment Criteria
LO4 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

CA1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA2 – Handle information in care settings

Unit reference number: A/616/7793

Level: 2 **Credit value: 2** **Guided Learning (GL) hours: 10**

Unit aim

This unit is aimed at those who work in care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the need for secure handling of information in care settings

LO2 Know how to access support for handling information

LO3 Be able to handle information in accordance with agreed ways of working

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

CA2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA3 – Personal development in care settings

Unit reference number: F/616/7794

Level: 2
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand what is required for competence in own role

LO2 Be able to reflect on own work activities

LO3 Be able to agree a personal development plan

LO4 Be able to develop own knowledge, skills and understanding

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Standards may include:

- codes of practice
- regulations
- minimum standards
- national occupational standards

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

CA3 Document History

Version	Issue Date	Changes	Role
1.0	30/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA4 – Implement person-centred approaches in care settings

Unit reference number: J/616/7795

Level: 2
Credit value: 5
Guided Learning (GL) hours: 33

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand person-centred approaches for care and support

LO2 Be able to work in a person-centred way

LO3 Be able to establish consent when providing care or support

LO4 Be able to encourage active participation

LO5 Be able to support the individual's right to make choices

LO6 Be able to promote individuals' wellbeing

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Preferences may be based on:
- beliefs
- values
- culture

Person centred values include:
- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

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

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

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

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

Well-being may include aspects that are:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 Be able to promote individuals' 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

CA4 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA5 – Equality and inclusion in care settings

Unit reference number: L/616/7796

Level: 2
Credit value: 2
Guided Learning (GL) hours: 20

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of equality and inclusion

LO2 Be able to work in an inclusive way

LO3 Know how to access information, advice and support about diversity and inclusion

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination applies 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

Learning Outcome	Assessment Criteria
LO3 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 and when to access information, advice and support about diversity, equality and inclusion

CA5 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA6 – Health, safety and well-being in care settings

Unit reference number: R/616/7797

> **Level: 2**
> **Credit value: 4**
> **Guided Learning (GL) hours: 33**

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcomes

There are nine outcomes to this unit. The learner will:

LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

LO2 Understand the use of risk assessments in relation to health and safety

LO3 Understand procedures for responding to accidents and sudden illness

LO4 Be able to reduce the spread of infection

LO5 Be able to move and handle equipment and objects safely

LO6 Know how to handle hazardous substances and materials

LO7 Understand how to promote fire safety in the work setting

LO8 Be able to implement security measures in the work setting

LO9 Know how to manage own stress

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit Learning outcomes 2, 4 and 5 must be assessed in a real work environment

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to reduce the spread of infection	4.1 Explain own roles and responsibilities as an employee as 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 in care settings
	4.4 Demonstrate the **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

Learning Outcome	Assessment Criteria
LO5 Be able to move and handle equipment and objects safely	5.1 Identify legislation that relates to moving and handling
	5.2 Explain principles for moving and handling equipment and other objects safely
	5.3 Demonstrate how to move and handle equipment or objects safely

Learning Outcome	Assessment Criteria
LO6 Know how to handle hazardous substances and materials	6.1 Describe hazardous substances and materials that may be found in the work setting
	6.2 Explain safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials

Learning Outcome	Assessment Criteria
LO7 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

Learning Outcome	Assessment Criteria
LO8 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

Learning Outcome	Assessment Criteria
LO9 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**

CA6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA7 – Responsibilities of a care worker

Unit reference number: Y/616/7798

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand working relationships in care settings

LO2 Be able to work in ways that are agreed with the employer

LO3 Be able to work in partnership with others

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

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, care and support services
- families, carers and advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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**

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

CA7 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA8 – Duty of care

Unit reference number: D/616/7799

Level: 2 **Credit value: 2** **Guided Learning (GL) hours: 9**

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the implications of duty of care

LO2 Understand support available for addressing dilemmas that may arise about duty of care

LO3 Know how to respond to complaints

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Duty of Candour is a legal duty on hospital, community and. mental health trusts to inform and apologise to patients if there have been mistakes in their care that have led to significant harm

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how the duty of care relates to **duty of candour**
	1.3 Describe how the duty of care affects own work role

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

CA8 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CA9 – Safeguarding and protection in care settings

Unit reference number: J/616/7800

> **Level: 2**
> **Credit value: 3**
> **Guided Learning (GL) hours: 26**

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand principles of safeguarding adults

LO2 Know how to recognise signs of abuse

LO3 Know how to respond to suspected or alleged abuse

LO4 Understand the national and local context of safeguarding and protection from abuse

LO5 Understand ways to reduce the likelihood of abuse

LO6 Know how to recognise and report unsafe practices

LO7 Understand principles for online safety

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Domestic abuse should include acts of control and coercion.

Factors may include:
- a setting or situation
- the individual

In this unit, **individual** will usually mean the person supported by the learner but it 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

Person centred values include:
- individuality
- rights
- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership

Whistle-blowing is defined as an employee reporting an employer's misconduct. There are laws that protect whistle-blowers from being fired or mistreated for reporting misconduct. One of these laws is the Whistle-blower Protection Act.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Know how to respond to suspected or alleged abuse	3.1 Explain the **actions 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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 Describe how the likelihood of abuse can be reduced by managing risk and focusing on prevention

Learning Outcome	Assessment Criteria
LO6 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

Learning Outcome	Assessment Criteria
LO7 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

CA9 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CH60 – Support carers to meet the care needs of individuals

Unit reference number: R/602/4011

Level: 3
Credit value: 5
Guided Learning (GL) hours: 30

Unit aim

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community

LO2 Understand why some individuals may need to be supported

LO3 Understand how to ensure individuals receive the support they need from carers

LO4 Be able to support carers to meet the care needs of individuals

Version 1.0

Unit content

Assessment guidance

Individuals can be adults, children, young people or older people

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting **individuals** in the community

Learning Outcome	Assessment Criteria
LO2 Understand why some individuals may need to be supported	2.1 Identify the potential future pattern of disorders which may affect the lifestyle of **individuals**
	2.2 Describe the potential effects of dysfunction on the lifestyle of **individuals**
	2.3 Explain how increased dependence may affect **individuals**, carers and the provision of services

Learning Outcome	Assessment Criteria
LO3 Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need
	3.2 Explain the importance of establishing partnerships with carers
	3.3 Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting **individuals**
	3.4 Describe the demands placed on a carer
	3.5 Describe potential tensions between the demands placed on a carer and other commitments
	3.6 Identify signs which would indicate potential problems with service delivery
	3.7 Explain how to report concerns regarding the care of an individual

Learning Outcome	Assessment Criteria
LO4 Be able to support carers to meet the care needs of individuals	4.1 Inform the carer of the individual's needs and care plan
	4.2 Discuss and agree the type of support needed by the carer for them to meet the individual's care needs
	4.3 Make arrangements for the provision of resources necessary for the carer to support the individual
	4.4 Provide the carer with information on how to contact the care team
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
	4.6 Update records related to service delivery agreements in line with local policy and protocol

CH60 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

DA1 – Understand diabetes

Unit reference number: T/505/1143

Level: 2
Credit value: 4
Guided Learning (GL) hours: 27

Unit aim

This unit is designed for a wide range of learners who wish to gain an understanding of the different types of diabetes and their causes.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the function of glucose in the blood

LO2 Understand the function of insulin in the blood

LO3 Understand the different forms and causes of diabetes

LO4 Know the risk factors for developing Type 2 diabetes

LO5 Understand how diabetes is confirmed

Version 1.0

Unit content

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the function of glucose in the blood	1.1 Explain what 'blood glucose' is
	1.2 Describe the difference between simple and complex carbohydrates
	1.3 Define the terms: • Glycaemia • Hypoglycaemia • Hyperglycaemia
	1.4 Describe the pre-diabetic states

Learning Outcome	Assessment Criteria
LO2 Understand the function of insulin in the blood	2.1 Describe how insulin is produced in the body
	2.2 Explain how insulin affects blood glucose levels
	2.3 Describe what is meant by 'insulin resistance'

Learning Outcome	Assessment Criteria
LO3 Understand the different forms and causes of diabetes	3.1 Describe what is meant by the term 'diabetes'
	3.2 Outline the key features of Type 1 diabetes
	3.3 Outline the key features of Type 2 diabetes
	3.4 Explain the causes of Type 1 and Type 2 diabetes
	3.5 Explain how gestational diabetes occurs
	3.6 Identify the prevalence of different forms of diabetes

Learning Outcome	Assessment Criteria
LO4 Know the risk factors for developing Type 2 diabetes	4.1 Identify risk factors associated with the development of Type 2 diabetes
	4.2 Describe ways that individuals can reduce their risk of developing Type 2 diabetes

Learning Outcome	Assessment Criteria
LO5 Understand how diabetes is confirmed	5.1 Describe the likely signs and symptoms of diabetes
	5.2 Identify methods of assessing individuals at risk of Type 2 diabetes
	5.3 Outline the process of screening for diabetes

DA1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DEM201 – Dementia awareness

Unit reference number: J/601/2874

Level: 2
Credit value: 2
Guided Learning (GL) hours: 17

Unit aim

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand what dementia is

LO2 Understand key features of the theoretical models of dementia

LO3 Know the most common types of dementia and their causes

LO4 Understand factors relating to an individual's experience of dementia

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standard DEM 201.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what dementia is	1.1 Explain what is meant by the term 'dementia'
	1.2 Describe the 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

Learning Outcome	Assessment Criteria
LO2 Understand key features of the theoretical 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

Learning Outcome	Assessment Criteria
LO3 Know the most common types of dementia and their causes	3.1 List the most common causes of dementia
	3.2 Describe the likely signs and symptoms of the most common causes of dementia
	3.3 Outline the risk factors for the most common causes of dementia
	3.4 Identify prevalence rates for different types of dementia

Learning Outcome	Assessment Criteria
LO4 Understand factors relating to an individual's experience of dementia	4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
	4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia

DEM201 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ELC1 – Understand how to work in end of life care

Unit reference number: A/503/8085

Level: 2
Credit value: 3
Guided Learning (GL) hours: 28

Unit aim

This unit aims to provide the knowledge of policies and how to communicate in end of life care.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know different perspectives on death and dying

LO2 Understand the aims, principles and policies of end of life care

LO3 Understand factors regarding communication in end of life care

LO4 Know how to access the range of support services available to individuals and others

Version 1.0

Unit content

Assessment guidance

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 their 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

Learning Outcome	Assessment Criteria
LO2 Understand the aims, principles and policies of end of life care	2.1 Explain the aims and principles of end of life care
	2.2 Explain why it is important to support an individual in a way that promotes their dignity
	2.3 Describe the importance of maintaining comfort and well-being in end of life 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 Define local and national policy and guidance for care after death

Learning Outcome	Assessment Criteria
LO3 Understand factors regarding 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 your role in responding to key questions and cues from individuals and others regarding their end of life experience
	3.3 Describe how you might respond to difficult questions from individuals and others
	3.4 Outline strategies to manage emotional responses from individuals and others
	3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection

Learning Outcome	Assessment Criteria
LO4 Know how to access the range of support services available to individuals and others	4.1 Identify the range of support services and facilities available to an individual and others
	4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team
	4.3 Identify the potential barriers an individual may face when accessing end of life care
	4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care

ELC1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC2001 – Provide support for therapy sessions

Unit reference number: D/601/9023

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the benefits of therapy sessions

LO2 Be able to prepare for therapy sessions

LO3 Be able to provide support in therapy sessions

LO4 Be able to observe and record therapy sessions

LO5 Be able to contribute to the review of therapy sessions

Version 1.0

Unit content

Assessment guidance

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.

Details of the relationship between the unit and relevant national occupational standards

HSC212 Support individuals during therapy sessions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

HSC2001 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC2003 – Provide support to manage pain and discomfort

Unit reference number: K/601/9025

Level: 2
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort. It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand approaches to managing pain and discomfort.

LO2 Be able to assist in minimising individuals' pain or discomfort.

LO3 Be able to monitor, record and report on the management of individuals' pain or discomfort.

Version 1.0

Unit content

Assessment guidance

An **individual** is someone requiring care or support

Agreed ways of working will include policies and procedures where these exist

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an **individual's** well-being and communication
	2.2 Encourage an individual to express feelings of discomfort or pain
	2.3 Encourage an individual to use self-help methods of pain control
	2.4 Assist an individual to be positioned safely and comfortably
	2.5 Carry out agreed measures to alleviate pain and discomfort

Learning Outcome	Assessment Criteria
LO3 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 required ways
	3.3 Report findings and concerns as required

HSC2003 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC2014 – Support individuals to eat and drink

Unit reference number: M/601/8054

Level: 2
Credit value: 2
Guided Learning (GL) hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Be able to support individuals to make choices about food and drink

LO2 Be able to prepare to provide support for eating and drinking

LO3 Be able to provide support for eating and drinking

LO4 Be able to clear away after food and drink

LO5 Be able to monitor eating and drinking and the support provided

Version 1.0

Unit content

Assessment guidance

All learning outcomes must be assessed in a real work environment.

Suitable options will take account of:
- expressed wishes and preferences
- general nutrition principles
- specific dietary requirements
- religious, cultural and personal beliefs
- resources available

Ways to **prepare** to eat and drink may include:
- choosing where to eat
- choosing with whom to eat
- protecting clothes from potential spills
- taking up a comfortable position

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

Agreed ways of working will include policies and procedures where these exist.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 213, HSC 214.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to support individuals to make choices about food and drink	1.1 Establish with an individual the food and drink they wish to consume
	1.2 Encourage the individual to select suitable options for food and drink
	1.3 Describe ways to resolve any difficulties or dilemmas about the choice of food and drink
	1.4 Describe how and when to seek additional guidance about an individual's choice of food and drink

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to provide support for eating and drinking	2.1 Identify the level and type of support an individual requires when eating and drinking
	2.2 Demonstrate effective hand-washing and use of protective clothing when handling food and drink
	2.3 Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences
	2.4 Provide suitable utensils to assist the individual to eat and drink

Learning Outcome	Assessment Criteria
LO3 Be able to provide support for eating and drinking	3.1 Describe factors that help 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 Provide encouragement to the individual to eat and drink
	3.4 Support the individual to clean themselves if food or drink is spilt
	3.5 Adapt support in response to an individual's feedback or observed reactions while eating and drinking

Learning Outcome	Assessment Criteria
LO4 Be able to clear away after food and drink	4.1 Explain why it is important to be sure that an individual has chosen to finish 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 make themselves clean and tidy after eating or drinking

Learning Outcome	Assessment Criteria
LO5 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 Carry out and record agreed monitoring processes
	5.3 Report on the support provided for eating and drinking in accordance with agreed ways of working

HSC2014 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2017 – Provide agreed support for foot care

Unit reference number: R/601/8063

Level: 2
Credit value: 3
Guided Learning (GL) hours: 23

Unit aim

This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the signs and causes of foot and toe-nail abnormalities

LO2 Be able to prepare to provide support for assessed foot care needs

LO3 Be able to promote the individual's engagement in their own foot care

LO4 Be able to provide foot care safely

LO5 Be able to record and report on foot care

Version 1.0

Unit content

Assessment guidance

Medical conditions may include:
- Diabetes
- Arthritis
- Peripheral vascular disease
- Eczema
- Hallux abduct valgus operations

Assessed foot care needs are the needs and treatments specified for an individual by a podiatrist.

An **individual** is someone requiring care or support.

Equipment may include:
- Rasps
- Files
- Scissors
- Forceps
- Drills
- Probes

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to prepare 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 Prepare the **equipment** required for treatment
	2.4 Prepare the individual's feet for treatment, in a way that promotes **active participation**
	2.5 Describe how and when to access additional guidance about **assessed foot care needs**

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

HSC2017 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC2024 – Undertake agreed pressure area care

Unit reference number: T/601/8721

Level: 2
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the anatomy and physiology of the skin in relation to pressure area care

LO2 Understand good practice in relation to own role when undertaking pressure area care

LO3 Be able to follow the agreed care plan

LO4 Understand the use of materials, equipment and resources available when undertaking pressure area care

LO5 Be able to prepare to undertake pressure area care

LO6 Be able to undertake pressure area care

Version 1.0

Unit content

Assessment guidance

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

Agreed ways of working includes policies and procedures where these exist.

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.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to CHS5.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the anatomy and physiology of the skin in relation to pressure area	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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Understand the use of materials, equipment and resources 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

HSC2024 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2027 – Obtain and test specimens from individuals

Unit reference number: J/601/8853

Level: 2
Credit value: 2
Guided Learning (GL) hours: 12

Unit aim

This unit is aimed at those working in health care settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the processes involved in obtaining and testing specimens from individuals

LO2 Be able to prepare to obtain specimens from individuals

LO3 Be able to obtain specimens from individuals

LO4 Be able to test specimens

LO5 Be able to report on the outcomes on the test of specimens

LO6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

Version 1.0

Unit content

Assessment guidance

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

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to CHS7.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the processes involved in obtaining and testing specimens from individuals	1.1 Identify the different types of specimens that may be obtained
	1.2 Describe the tests and investigations that may be carried out upon the specimens
	1.3 Identify the correct equipment and materials used in the collection and transport of specimens

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to obtain specimens from individuals	2.1 Confirm the individual's identity and obtain valid consent
	2.2 Ensure the individual's privacy and dignity is maintained at all times
	2.3 Identify any aspects of the individual's ethnic and religious background which might affect the procedure
	2.4 Communicate with the individual in a medium appropriate to their needs and preferences
	2.5 Demonstrate that the required preparations have been completed including materials and equipment

Learning Outcome	Assessment Criteria
LO3 Be able to obtain specimens from individuals	3.1 Provide the correct container for the individual to be able to provide the specimen for themselves
	3.2 Collect the specimen where the individual cannot provide the specimen for themselves
	3.3 Describe possible problems in collecting specimens and how and when these should be reported
	3.4 Demonstrate the correct collection, labelling and storage of specimens
	3.5 Complete and attach relevant documentation

Learning Outcome	Assessment Criteria
LO4 Be able to test specimens	4.1 Demonstrate the appropriate tests for a range of specimens obtained
	4.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment to include: • standard precautions for infection prevention and control • use of personal protective equipment

Learning Outcome	Assessment Criteria
LO5 Be able to report on the outcomes on the test of specimens	5.1 Show the correct process for reporting and recording test results
	5.2 Describe the actions to be taken when the results are outside the normal range
	5.3 Communicate test results in accordance with agreed ways of working
	5.4 Describe why it is important to understand the implications the test results may have on the individual

Learning Outcome	Assessment Criteria
LO6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	6.1 Explain current legislation, national guidelines, organisational policies and protocols which affect working practice
	6.2 Identify the potential hazards and other consequences related to incorrect labelling of specimens

HSC2027 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC3045 – Promote positive behaviour

Unit reference number: F/601/3764

Level: 3
Credit value: 6
Guided Learning (GL) hours: 44

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

LO2 Understand the context and use of proactive and reactive strategies

LO3 Be able to promote positive behaviour

LO4 Be able to respond appropriately to incidents of challenging behaviour

LO5 Be able to support individuals and others following an incident of challenging behaviour

LO6 Be able to review and revise approaches to promoting positive behaviour

Version 1.0

Unit content

Assessment guidance

Challenging behaviour may include behaviours that are:
- repetitive/obsessive
- withdrawn
- aggressive
- self-injurious
- disruptive
- anti-social or illegal
- verbally abusive

An **Individual** is classed as a child, young person or adult accessing a service

Well-being may include:
- emotional
- psychological
- physical

Factors may include
- communication
- environment
- power imbalance
- excessive demands
- boredom
- inconsistent approaches
- lack of boundaries or goals
- emotional expression
- sensory needs
- physical health
- mental health
- an individual's past experiences
- age and gender

Others may include:
- the individual
- colleagues
- families or carers
- other professionals
- members of the public
- advocates

Antecedent is what happens before the behaviour.

Behaviour is the actions which are perceived as challenging or unwanted.

Consequences are what happened as a result of the behaviour.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 is applied to their own working practice
	1.2 Define what is meant by restrictive interventions
	1.3 Explain when restrictive interventions may and may not be used
	1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used
	1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour**
	1.6 Describe safeguards that must be in place if restrictive physical interventions are used

Learning Outcome	Assessment Criteria
LO2 Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies
	2.2 Identify the proactive and reactive strategies that are used within their own work role
	2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used
	2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies
	2.5 Explain the importance of reinforcing positive behaviour with individuals
	2.6 Evaluate the impact on an **individual's well-being** of using reactive rather than proactive strategies

Learning Outcome	Assessment Criteria
LO3 Be able to promote positive behaviour	3.1 Explain how a range of **factors** may be associated with challenging behaviours
	3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours
	3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour
	3.4 Demonstrate how to model to **others**' best practice in promoting positive behaviour

Learning Outcome	Assessment Criteria
LO4 Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours
	4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
	4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
	4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour
	5.2 Describe how an individual can be supported to reflect on an incident including: • how they were feeling at the time prior to and directly before the incident • their behaviour • the consequence of their behaviour • how they were feeling after the incident
	5.3 Describe the complex feelings that may be experienced by others involved or witnessing an incident of challenging behaviour
	5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour
	5.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour

Learning Outcome	Assessment Criteria
LO6 Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	6.3 Demonstrate how reflection on their own role in an incident of challenging behaviour can improve the promotion of positive behaviour

HSC3045 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC3046 – Introduction to personalisation in social care

Unit reference number: K/601/9493

Level: 3
Credit value: 3
Guided Learning (GL) hours: 22

Unit aim

This unit is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the meaning of personalisation in social care

LO2 Understand systems that support personalisation

LO3 Understand how personalisation affects the way support is provided

LO4 Understand how to implement personalisation

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

HSC3046 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LD201 – Understand the context of supporting individuals with learning disabilities

Unit reference number: K/601/5315

Level: 2
Credit value: 4
Guided Learning (GL) hours: 35

Unit aim

The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities

LO2 Understand the nature and characteristics of learning disability

LO3 Understand the historical context of learning disability

LO4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families

LO5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers

LO6 Know how to promote communication with individuals with learning disabilities

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is not linked to the national occupational standards.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families

Learning Outcome	Assessment Criteria
LO2 Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Give examples of causes of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
	2.5 Describe the possible impact on a family of having a member with a learning disability

Learning Outcome	Assessment Criteria
LO3 Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time
	3.2 Describe how past ways of working may affect present services
	3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: • where people live • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare

Learning Outcome	Assessment Criteria
LO4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion'
	4.2 Explain the meaning of advocacy
	4.3 Describe different types of advocacy
	4.4 Describe ways to build empowerment ad active participation into everyday support with individuals with learning disabilities

Learning Outcome	Assessment Criteria
LO5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain how attitudes are changing in relation to individuals with learning disabilities
	5.2 Give examples of positive and negative aspects of being labelled as having a learning disability
	5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
	5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice

Learning Outcome	Assessment Criteria
LO6 Know how to promote communication with individuals with learning disabilities	6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities: • verbal communication • non-verbal communication
	6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LD210 – Introductory awareness of autistic spectrum conditions

Unit reference number: M/601/5316

Level: 2
Credit value: 2
Guided Learning (GL) hours: 17

Unit aim

The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties

LO2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals

LO3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition

LO4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition

LO5 Understand how to communicate effectively with individuals on the autistic spectrum

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is not linked to any National Occupational Standards.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

LD210 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

MHL202 – Approaches to care and management in mental health

Unit reference number: K/601/2950

Level: 2
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

Learners will investigate the key features and principles of the care planning process and will identify aspects of good practise, including the key components of a risk assessment and the requirements of a mental health assessment.

Learners will also identify the agencies involved in the care process and the role they perform

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the key features of the care planning process
LO2 Understand aspects of good practice in the care planning process

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS SFHMH63

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC

Assessment

Units need to be assessed in line with the Skills for Health Assessment Principles.

Assessment guidance

Standards must be current and include those produced by the Care Quality Commission (CQC) and the National Institute for Health and Clinical Excellence (NICE)

Categories include:
- harm to self
- harm to others
- being harmed by others.

Components include:
- previous history
- threat of harm
- internal triggers
- substance use
- homelessness
- current symptoms,
- disengagement from services and treatment
- clients and workers own perceptions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the key features of the care planning process	1.1 Identify local and national standards on care
	1.2 Outline the stepped approach to care
	1.3 State the key principles of care planning
	1.4 Identify the interpersonal skills required to enable assessment in care planning
	1.5 Explain why it is important to take account of an individual's physical, psychological, social and spiritual needs

Learning Outcome	Assessment Criteria
LO2 Understand aspects of good practice in the care planning process	2.1 Describe the key features of models of mental health needs and care
	2.2 Explain what a risk assessment is
	2.3 Outline the importance of carrying out a risk assessment with a person who may have mental health problems
	2.4 Identify categories of risk and the key components of a risk assessment when working with a service user
	2.5 Describe the stages of a basic mental health assessment
	2.6 Outline the role of key agencies involved in the care process
	2.7 Explain how to report and record work activities
	2.8 Explain the importance of accurate record keeping

MHL202 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

PDOP23 – Understand the impact of acquired brain injury on individuals

Unit reference number: J/601/5824

Level: 2
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

The aim of the unit is to gain knowledge to support people who have an acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand acquired brain injury

LO2 Understand the impact of an acquired brain injury on the individual

LO3 Understand the specialist communication needs of an individual with acquired brain injury

LO4 Understand the impact that personality changes can have on an individual and those providing support

LO5 Understand the impact of challenging behaviour

Version 1.0

Unit content

Assessment guidance

Units need to be assessed in line with the Skills for Care assessment principles.

Acquired Brain Injury
- traumatic brain injury
- mild/moderate brain injury
- severe brain injury

The **individual** is the person requiring support. An **advocate** may need to act on behalf of an individual.

Functional - relates to the individual's ability to carry out day to day tasks, i.e. dressing, washing, cooking. IT does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

Communication challenges can include:
- word-finding
- indistinct speech

Personality changes may include:
- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness
- lack of insight

Those providing support may include:
- family
- friends
- care workers
- practitioners
- other professionals

Self-Awareness – ability to understand the impact of behaviour on others

Challenging behaviour
- physical violence
- threatening language
- sexual inhibitions
- non-compliance

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand acquired brain injury	1.1 Describe what acquired brain injury is
	1.2 Identify possible causes of acquired brain injury

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

PDOP23 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SCM301 – Understand stroke care management

Unit reference number: H/615/4486

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 36**

Unit aim

The aim of this unit is to provide learners with an understanding of legislation, guidelines and best practice to support stroke care management. It will also enable learners to consider the effects of a stroke on an individual and to provide an understanding of how a person-centred approach may support stroke care management.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand how to support individuals to manage stroke according to legislation, policy and guidelines

LO2 Understand specific communication factors affecting individuals following a stroke

LO3 Understand changing physical needs of individuals affected by a stroke

LO4 Understand the impact of the effects of a stroke on daily living

LO5 Understand the associated complications for an individual with stroke

LO6 Understand the importance of adopting a person-centred approach in stroke care management

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 experiencing communication difficulties
	2.6 Identify additional agencies and resources to support with communication needs

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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 implication of stroke on lifestyle

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 Understand the importance of adopting a person-centred approach in stroke care management	6.1 Explain how person-centred vales must influence all 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

SCM301 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

SHM4 – Record-keeping and audit processes for medication administration and storage

Unit reference number: F/601/9578

Level: 2
Credit value: 3
Guided Learning (GL) hours: 24

Unit aim

This unit provides an opportunity for learners to develop an understanding of the audit process, the records that must be maintained regarding the administration of medication, and issues of responsibility, accountability and confidentiality.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the audit process in relation to medication transactions and stock levels

LO2 Understand how information is recorded and confidentiality maintained

LO3 Understand own role in relation to accountability and responsibility

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit maps to the following national occupational standards - units CHS1, CHS2, CHS3 and units HSC21, HSC24, HSC221, HSC236

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care SSC

Evidence requirements

Learners must provide a portfolio of evidence in accordance with Skills for Care's assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the audit process in relation to medication transactions and stock levels	1.1 Describe the requirements for medication transactions and stock levels in relation to: • the role of the pharmacist • manufacturer's instructions • organisational policies • inspection and external audit • legal requirements
	1.2 Explain how medication is recorded on: • receipt • administration • disposal

Learning Outcome	Assessment Criteria
LO2 Understand how information is recorded and confidentiality maintained	2.1 Describe the key aspects of record keeping in an environment where medicine is used in relation to: • documentation • correct recording • signatures
	2.2 Outline the requirements of the regulatory authorities in relation to medication record keeping
	2.3 Identify what information needs to be recorded when compiling a medicine profile for a client
	2.4 Explain why all records relating to medicines must be kept up-to-date
	2.5 Outline the key points of legislation relating to confidentiality in relation to: • who records what, where and when • who has access to records • individual rights • maintaining confidentiality
	2.6 Identify own role in maintaining confidentiality and keeping information secure

Learning Outcome	Assessment Criteria
LO3 Understand own role in relation to accountability and responsibility	3.1 Define the terms 'accountability' and 'responsibility'
	3.2 Explain the importance of accountability in relation to medication
	3.3 Describe the responsibilities of different people involved with storage or administration of medication
	3.4 Outline the potential consequences of not following agreed ways of working as set out by an employer

SHM4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

SSMU21 – Introductory awareness of sensory loss

Unit reference number: F/601/3442

Level: 2
Credit value: 2
Guided Learning (GL) hours: 16

Unit aim

The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

LO2 Understand the importance of effective communication for individuals with sensory loss

LO3 Know the main causes and conditions of sensory loss

LO4 Know how to recognise when an individual may be experiencing sight and/or hearing loss

LO5 Know how to report concerns about sensory loss

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupation standards unit (if appropriate)

This unit is linked to the Sensory Services 1,2,3,4,5,6,7,8,9,11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

Sensory loss could include:
- sight loss
- hearing loss
- deaf blindness

Factors could include:
- communication
- information
- familiar layouts and routines
- mobility

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

SSMU21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SSOP23 – Contribute to the support of individuals with multiple conditions and/or disabilities

Unit reference number: A/601/4895

Level: 2
Credit value: 3
Guided Learning (GL) hours: 25

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the impact of multiple conditions and/or disabilities on individuals

LO2 Know the support available for individuals with multiple conditions and/or disabilities

LO3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities

LO4 Be able to evaluate own contribution to the support of an individual for an activity

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 4.

Assessment

This unit needs to be assessed in line with the Skills for Care and Development assessment principles

Assessment guidance

Multiple conditions and/or disabilities could include a combination of factors relating to:
- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Well Being could include:
- emotional
- psychological
- physical

Informal networks could include:
- family
- friends
- neighbours
- special interest groups

An **activity** could include:
- education
- employment
- leisure activities
- social activities
- household or domestic tasks

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 individual's well-being and quality of life

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

SSOP23 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SSOP24 – Contribute to supporting individuals in the use of assistive technology

Unit reference number: H/601/3451

Level: 2
Credit value: 3
Guided Learning (GL) hours: 19

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the range and purpose of assistive technology available to support individuals

LO2 Be able to contribute to the use of selected assistive technology

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the range and purpose of assistive technology available to support individuals	1.1 Define the term assistive technology
	1.2 List a sample of assistive technology aids
	1.3 Explain the functions of the sample of assistive technology aids selected
	1.4 Describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion

Learning Outcome	Assessment Criteria
LO2 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

SSOP24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LD206 – Principles of supporting an individual to maintain personal hygiene

Unit reference number: H/601/5703

> **Level: 2**
> **Credit value: 1**
> **Guided Learning (GL) hours: 10**

Unit aim

This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of good personal hygiene

LO2 Know how to encourage an individual to maintain personal hygiene

LO3 Know how to support an individual to maintain personal hygiene

LO4 Understand when poor hygiene may be an indicator of other underlying personal issues

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which must contain a guided discussion with their assessor.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the Links to HSC 27, 29, 218, 219, and 220.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LD206 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ASM34 – Administer medication to individuals, and monitor the effects

Unit reference number: Y/501/0598

Level: 3
Credit value: 5
Guided Learning (GL) hours: 30

Unit aim

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand legislation, policy and procedures relevant to administration of medication.

LO2 Know about common types of medication and their use.

LO3 Understand procedures and techniques for the administration of medication.

LO4 Be able to prepare for the administration of medication.

LO5 Be able to administer and monitor individuals' medication.

Version 1.0

Unit content

Assessment

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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.

Learning Outcome	Assessment Criteria
LO2 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 the measurement of 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

Learning Outcome	Assessment Criteria
LO3 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 administration charts.

Learning Outcome	Assessment Criteria
LO4 Be able to prepare for the administration of medication	4.1 Apply standard precautions for infection control
	4.2 Explain the appropriate timing of medication e.g. check that the individual has not taken any medication recently
	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

Learning Outcome	Assessment Criteria
LO5 Be able to administer and monitor individuals' medication	5.1 Select the route for the administration of medication, according to the patient's plan of care 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 and return them to the correct place for storage.
	5.7 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.

ASM34 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualification Administrator

Unit Handbook

HSC2007 – Support independence in the tasks of daily living

Unit reference number: T/601/8637

Level: 2
Credit value: 5
Guided Learning (GL) hours: 33

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand principles for supporting independence in the tasks of daily living

LO2 Be able to establish what support is required for daily living tasks

LO3 Be able to provide support for planning and preparing meals

LO4 Be able to provide support for buying and using household and personal items

LO5 Be able to provide support for keeping the home clean and secure

LO6 Be able to identify and respond to changes needed in support for daily living tasks

Version 1.0

Unit content

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 27, HSC 29.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 the individual's 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

HSC2007 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2008 – Provide support for journeys

Unit reference number: A/601/8025

Level: 2
Credit value: 2
Guided Learning (GL) hours: 17

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand factors to consider when planning support for journeys

LO2 Be able to support individuals to plan journeys

LO3 Be able to support individuals when making journeys

LO4 Be able to review the support provided for individuals when making journeys

Version 1.0

Unit content

Assessment guidance

This unit must be assessed in accordance with Skills for Care.

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

An **individual** is someone requiring care or support.

Aspects and factors may include those relating to:
- The individual
- The journey
- Health and Safety

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

Agreed ways of working will include policies and procedures where these exist

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 28

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

HSC2008 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2013 – Support care plan activities

Unit reference number: R/601/8015

Level: 2
Credit value: 2
Guided Learning (GL) hours: 13

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare and implement activities within a care plan and contribute to the review of activities.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to prepare to implement care plan activities

LO2 Be able to support care plan activities

LO3 Be able to maintain records of care plan activities

LO4 Be able to contribute to reviewing activities in the care plan

Version 1.0

Unit content

Assessment guidance

Additional guidance

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.

An **individual** is someone requiring care or support.

Others may include:
- The individual
- Family members
- Advocate
- Line manager
- Other professionals

Agreed ways of working will include policies and procedures where these exist.

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.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 25.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to support care plan activities	2.1 Provide support for care plan activities in accordance with the care plan and with agreed ways of working
	2.2 Encourage the active participation of an individual in care plan activities
	2.3 Adapt actions to reflect the individual's needs or preferences during care plan activities

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to reviewing activities 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

HSC2013 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2015 – Support individuals to meet personal care needs

Unit reference number: F/601/8060

Level: 3
Credit value: 2
Guided Learning (GL) hours: 16

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Work with individuals to identify their needs and preferences in relation to personal care

LO2 Provide support for personal care safely

LO3 Support individuals to use the toilet

LO4 Support individuals to maintain personal hygiene

LO5 Support individuals to manage their personal appearance

LO6 Monitor and report on support for personal care

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Notes for guidance

This unit must be assessed in accordance with the SfC RQF Assessment Principles.

Details of the relationship between the unit and relevant national occupational standards

HSC218 Support individuals with their personal care

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage an 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

Learning Outcome	Assessment Criteria
LO2 Provide support for personal care safely	2.1 Support the individual to understand the reasons for hygiene and safety precautions
	2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
	2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
	2.4 Describe ways to ensure the individual can summon help when alone during personal care ensure safe disposal of waste materials

Learning Outcome	Assessment Criteria
LO3 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 individual to make themselves clean and tidy after using toilet facilities

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Support individuals to manage their personal appearance	5.1 Provide support to enable 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

Learning Outcome	Assessment Criteria
LO6 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

HSC2015 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

HSC2019 – Gain access to the homes of individuals, deal with emergencies and ensure security on departure

Unit reference number: R/601/7902

Level: 2
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

This unit is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to identify agreed ways to gain entry to and leave individuals' homes

LO2 Be able to gain entry to individuals' homes

LO3 Be able to take appropriate action when unable to gain entry to individuals' homes

LO4 Be able to deal with emergencies encountered after gaining entry

LO5 Be able to ensure security when leaving individuals' homes

LO6 Be able to review procedures for entering and leaving individuals' homes

Version 1.0

Unit content

Assessment guidance

No simulation is allowed.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 229.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

HSC2019 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2028 – Move and position individuals in accordance with their plan of care

Unit reference number: J/601/8027

Level: 2
Credit value: 4
Guided Learning (GL) hours: 26

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand anatomy and physiology in relation to moving and positioning individuals

LO2 Understand legislation and agreed ways of working when moving and positioning individuals

LO3 Minimise risk before moving and positioning individuals

LO4 Prepare individuals before moving and positioning

LO5 Move and position an individual

LO6 Know when to seek advice from and/or involve others when moving and positioning an individual

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards

- CHS6 Move and position individuals (Skills for Health)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:
- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
	1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual

Learning Outcome	Assessment Criteria
LO2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
	2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this

Learning Outcome	Assessment Criteria
LO3 Minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation
	3.2 Carry out preparatory checks using: • the individual's care plan • the moving and handling risk assessment
	3.3 Identify any immediate risks to the individual
	3.4 Describe actions to take in relation to identified risks
	3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
	3.6 Prepare the immediate environment ensuring adequate space for the move in agreement with all concerned that potential hazards are removed
	3.7 Apply standard precautions for infection prevention and control

Learning Outcome	Assessment Criteria
LO4 Prepare individuals before moving and positioning	4.1 Demonstrate effective communication with the individual to ensure that they: • understand the details and reasons for the action/activity being undertaken • agree the level of support required
	4.2 Obtain valid consent for the planned activity

Learning Outcome	Assessment Criteria
LO5 Move and position an individual	5.1 Follow the care plan to ensure that the individual is positioned • using the agreed technique • in a way that will avoid causing undue pain or discomfort
	5.2 Demonstrate effective communication with any others involved in the manoeuvre
	5.3 Describe the aids and equipment that may be used for moving and positioning
	5.4 Use equipment to maintain the individual in the appropriate position
	5.5 Encourage the individual's active participation in the manoeuvre
	5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
	5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due

Learning Outcome	Assessment Criteria
LO6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely
	6.2 Describe what sources of information are available about moving and positioning individuals

HSC2028 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSC3020 – Facilitate person-centred assessment planning implementation and review

Unit reference number: H/601/8049

Level: 3
Credit value: 6
Guided Learning (GL) hours: 45

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Understand the principles of person centred assessment and care planning

LO2 Be able to facilitate person centred assessment

LO3 Be able to contribute to the planning of care or support

LO4 Be able to support the implementation of care plans

LO5 Be able to monitor care plans

LO6 Be able to facilitate a review of care plans and their implementation

Version 1.0

Unit content

Assessment guidance

The **individual** is the person requiring care or support.

An **advocate** may act on behalf of an individual.

A **care plan** may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day to day requirements and preferences for care and support are detailed.

Others may include:
- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being

Factors may include:
- feasibility of aspirations
- beliefs, values and preferences of the individual
- risks associated with achieving outcomes
- availability of services and other support options

Options and resources should consider:
- informal support
- formal support
- care or support services
- community facilities
- financial resources
- individual's personal networks

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 record the plan in a suitable format

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 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

HSC3020 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

LD202 – Support person-centred thinking and planning

Unit reference number: L/601/6442

> **Level: 2**
> **Credit value: 5**
> **Guided Learning (GL) hours: 34**

Unit aim

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the principles and practice of person-centred thinking, planning and reviews

LO2 Understand the context within which person-centred thinking and planning takes place

LO3 Understand own role in person-centred planning, thinking and reviews

LO4 Be able to apply person-centred thinking in relation to own life

LO5 Be able to implement person-centred thinking and person-centred reviews

Version 1.0

Unit content

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 25.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by the Skills for health SSC and Skills for Care and Development SSC

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Be able to implement person-centred thinking and person-centred reviews	5.1 Use person-centred thinking to know 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

LD202 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LDOP203 – Provide active support

Unit reference number: Y/601/7352

Level: 2
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how active support translates values into person-centred practical action with an individual

LO2 Be able to interact positively with individuals to promote participation

LO3 Be able to implement person-centred daily plans to promote participation

LO4 Be able to maintain person-centred records of participation

Version 1.0

Unit content

Assessment guidance

Units need to be assessed in line with the Skills for Care Principles.

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

Active Support - A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.

Individual is someone requiring care or support.

Hotel model - refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.

Positive interaction refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.

Levels of help - refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.

Positively reinforcing - refers to what an individual gain from undertaking a specific task. These can include naturally occurring rewards (e.g. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (e.g. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.

Valued range of activities refers to the balance of activities that contribute to a good quality of life for individuals incorporating vocational, domestic, personal, leisure, educational and social activities.

Valued lifestyle refers to the balance of activities that contribute to a good quality of life for individuals incorporating vocational, domestic, personal, leisure, educational and social activities.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Links to HSC 25 and 234.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

LDOP203 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

HSC2031 – Contribute to support of positive risk-taking for individuals

Unit reference number: A/601/9546

Level: 2
Credit value: 3
Guided Learning (GL) hours: 27

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know the importance of risk-taking in everyday life

LO2 Understand the importance of positive, person-centred risk assessment

LO3 Know how legislation and policies are relevant to positive risk taking

LO4 Be able to support individuals to make informed choices about taking risks

LO5 Be able to contribute to the support of individuals to manage identified risks

LO6 Understand duty of care in relation to supporting positive risk-taking

Version 1.0

Unit content

Assessment guidance

This unit must be assessed in accordance with Skills for Care

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

An **individual** is someone requiring care or support.

Person-centred reflects what is important to individuals and helps them to live the life they choose.

Policies may include:
- National policy
- Local policy

Others may include
- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates

Agreed ways of working will include policies and procedures where these exist.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to HSC 240.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 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

Learning Outcome	Assessment Criteria
LO6 Understand duty of care in relation to supporting positive risk-taking	6.1 Identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places himself/herself or others in immediate or imminent danger

HSC2031 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

CD2 Document History

Version	Issue Date	Changes	Role
V5.0	07/03/2023	Formatting and re-branding. No content amendments.	Qualification Administrator