Handbook

CD3 – VTCT (Skillsfirst) Level 3 Diploma in Adult Care

603/2807/1

Version 3.0

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

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Adult Care (RQF)
Qualification number	603/2807/1
Product code	CD3
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	58
Total Qualification Time (TQT)	580
Guided Learning (GL) hours	315
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 with supervisory experience who are already working within the care sector, such as a lead adult care worker, lead 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 supervisory staff in adult care seeking a qualification to recognise their competence.

2.2 Progression opportunities

This qualification provides progression to the following qualifications:

- Level 4 Diploma in Adult Care (RQF)
- Level 3 Diploma in Customer Service (RQF)

and other related higher-level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma in Adult Care learners must achieve all mandatory units. All **58** credits must be achieved, of which a minimum of **27** credits must be from optional units.

The minimum TQT required to achieve this qualification is **580**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 31 credits				
CA7	Responsibilities of a care worker	2	2	Y/616/7798
CA9	Safeguarding and protection in care settings	2	3	J/616/7800
CA10	Promote communication in care settings	3	3	L/616/7815
CA11	Promote effective handling of information in care settings	3	3	R/616/7816
CA12	Promote personal development in care settings	3	3	Y/616/7817
CA13	Promote person-centred approaches in care settings	3	6	D/616/7818
CA14	Promote equality and inclusion in care settings	3	2	H/616/7819
CA15	Promote health, safety and well-being in care settings	3	6	Y/616/7820
CA16	Duty of care in care settings	3	3	D/616/7821

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): 27 credits				
ADV301	Purpose and principles of independent advocacy	3	4	M/502/3146
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	M/601/0648
ASM34	Administer medication to individuals, and monitor the effects	3	5	Y/501/0598
CH47	Administer oral nutritional products to individuals	3	5	J/602/4006
CH60	Support carers to meet the care needs of individuals	3	5	R/602/4011
CMH302	Understand mental health problems	3	3	J/602/0103
DA4	Understand the treatment and management of diabetes	2	5	L/505/1147
DEM301R	Understand the process and experience of dementia	3	3	F/615/4480
DEM302	Understand and meet the nutritional requirements of individuals with dementia	3	3	T/601/9187
DEM304	Enable rights and choices of individuals with dementia whilst minimising risks	3	4	A/601/9191
DEM312	Understand and enable interaction and communication with individuals who have dementia	3	4	Y/601/4693
DEM313	Equality, diversity and inclusion in dementia care practice	3	4	F/601/4686
HSC2001	Provide support for therapy sessions	2	2	D/601/9023
HSC2003	Provide support to manage pain and discomfort	2	2	K/601/9025
HSC2017	Provide agreed support for foot care	2	3	R/601/8063
HSC3045	Promote positive behaviour	3	6	F/601/3764
HSC3046	Introduction to personalisation in social care	3	3	K/601/9493
HSC3048	Support individuals at the end of life	3	7	T/601/9495
HSC3052	Undertake physiological measurements	3	3	R/601/8662
HSC3053	Obtain venous blood samples	3	3	D/601/8860
HSC3057	Work with families, carers and individuals during times of crisis	4	5	F/601/9029
HSC3075P	Understand Parkinson's for health and social care staff	3	2	R/615/4483
LD308	Support individuals with a learning disability to access healthcare	3	3	J/601/8657
LD310	Understand how to support individuals with autistic spectrum conditions	3	3	T/601/5317
LDSSMP3	Professional practice in learning development and support services	3	5	D/600/9799

PDOP33	Understand the impact of acquired brain injury on individuals	3	3	Y/601/6167
SCM301	Understand stroke care management	3	4	H/615/4486
SSOP24	Contribute to supporting individuals in the use of assistive technology	2	3	H/601/3451
SSOP32	Promote effective communication with individuals with sensory loss	3	4	K/601/3483
SSOP33	Support individuals with multiple conditions and/or disabilities	3	4	A/601/5190
HSC2024	Undertake agreed pressure area care	2	4	T/601/8721
HSC3020	Facilitate person-centred assessment planning implementation and review	3	6	H/601/8049
HSC3022	Support individuals to live at home	3	4	Y/601/7903
HSC3013	Support individuals to access and use services and facilities	3	4	F/601/7927
HSC3003	Provide support to maintain and develop skills for everyday life	3	4	L/601/8028
HSC3066	Support positive risk taking for individuals	3	4	L/601/9549
LD302	Support person-centred thinking and planning	3	5	A/601/7215
LDOP303	Promote active support	3	5	D/601/7353

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 a portfolio of 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

Centres must refer to individual optional units for specific assessment methods as these may vary.

It is expected that learners will practice 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

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

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

CA10 – Promote communication in care settings

Unit reference number: L/616/7815

Level: 3
Credit value: 3
Guided Learning (GL) hours: 10

Unit aim

This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

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 overcome barriers to communication

LO4 Be able to apply principles and practices relating to confidentiality

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 effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the **work setting**
	1.3 Explain ways to manage challenging situations

Learning Outcome	Assessment Criteria
LO2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and **preferences** of **individuals** in order to maximise the quality of the interaction
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Demonstrate a range of **communication methods** and styles to meet individual needs
	2.4 Demonstrate how to respond to an individual's reactions when communicating

Learning Outcome	Assessment Criteria
LO3 Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Demonstrate ways to overcome barrier uses to communication
	3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings
	3.5 Explain how to use communication skills to manage, complex, sensitive, abusive or challenging situations and behaviours
	3.6 Explain how to access extra support or **services** to enable individuals to communicate effectively
	3.7 Explain the purposes and principles of independent advocacy
	3.8 Explain when to involve an advocate and how to access advocacy services

Learning Outcome	Assessment Criteria
LO4 Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality
	4.2 Demonstrate ways to maintain and promote confidentiality in day to day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

CA10 Document History

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

Unit Handbook

CA11 – Promote effective handling of information in care settings

Unit reference number: R/616/7816

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

Unit aim

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning outcomes

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

LO1 Understand requirements for handling information in care settings

LO2 Be able to implement good practice in handling information

LO3 Be able to support others to handle information

Version 1.0

Unit content

Assessment guidance

Others may include:

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

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in **care settings**
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings

Learning Outcome	Assessment Criteria
LO2 Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security
	2.2 Demonstrate practices that ensure security when storing and accessing information
	2.3 Maintain records that are up to date, complete, accurate and legible
	2.4 Support audit processes in line with own role and responsibilities

Learning Outcome	Assessment Criteria
LO3 Be able to support others to handle information	3.1 Support **others** to understand the need for secure handling of information
	3.2 Support others to understand and contribute to records

CA11 Document History

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

Unit Handbook

CA12 – Promote personal development in care settings

Unit reference number: Y/616/7817

Level: 3
Credit value: 3
Guided Learning (GL) hours: 10

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 five outcomes to this unit. The learner will:

LO1 Understand what is required for competence in own work role

LO2 Be able to reflect on practice

LO3 Be able to evaluate own performance

LO4 Be able to agree a personal development plan

LO5 Be able to use learning opportunities and reflective practice to contribute to personal development

Version 1.0

Unit content

Assessment guidance

Standards may include:
- codes of practice
- regulations
- minimum standards
- national occupational standards

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

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

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

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33.

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 work role
	1.2 Explain expectations about own work role as expressed in relevant **standards**
	1.3 Describe how to work effectively with **others**

Learning Outcome	Assessment Criteria
LO2 Be able to reflect on practice	2.1 Understand and promote the importance of reflective practice in continuously improving the quality of service provided
	2.2 Reflect on practice to improve the quality of service provided
	2.3 Describe how own values, belief systems and experiences may affect working practice

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards
	3.2 Use of feedback to evaluate own performance and inform development

Learning Outcome	Assessment Criteria
LO4 Be able to agree a personal development plan	4.1 Identify **sources of support** for planning and reviewing own development
	4.2 work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3 Work with others to agree own **personal development plan**

Learning Outcome	Assessment Criteria
LO5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Explain how reflective practice has led to improved ways of working
	5.3 Explain why **continuing professional development** is important
	5.4 Record progress in relation to personal development

CA12 Document History

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

Unit Handbook

CA13 – Promote person-centred approaches in care settings

Unit reference number: D/616/7818

Level: 3
Credit value: 6
Guided Learning (GL) hours: 41

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 and promote person centred approaches.

Learning outcomes

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

LO1 Understand how to promote person-centred approaches in care settings

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 implement and promote active participation

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

LO6 Be able to promote individuals' well-being

LO7 Understand the role of risk assessment in enabling a person-centred approach

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 35, HSC 332 and HSC 350.

Assessment guidance

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

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

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

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

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

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

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

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

Well-being may include aspects that are:
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to promote the application of person-centred approaches in care settings	1.1 Explain how and why **person-centred values** must influence all aspects of health and adult care work
	1.2 Evaluate the use of **care plans** in applying person-centred values
	1.3 Explain how to collate and analyse feedback to support the delivery of person-centred care in line with roles and responsibilities

Learning Outcome	Assessment Criteria
LO2 Be able to work in a person-centred way	2.1 Work with an **individual** and **others** to find out the individual's history, **preferences**, wishes and needs
	2.2 Demonstrate ways to put person-centred values into practice in a **complex or sensitive** situation
	2.3 Adapt actions and approaches in response to an individual's changing needs or preferences

Learning Outcome	Assessment Criteria
LO3 Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express **consent**
	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 implement and promote active participation	4.1 Describe different ways of applying **active participation** to meet individual needs
	4.2 Work with an individual and others to agree how active participation will be implemented
	4.3 Demonstrate how active participation can address the holistic needs of an individual
	4.4 Demonstrate ways to promote understanding and use of 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 own role and authority to support the individual's right to make choices
	5.3 Manage risk in a way that maintains the individual's right to make 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 the links between identity, self-image and self-esteem
	6.2 Analyse factors that contribute to the **well-being** of individuals
	6.3 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	6.4 Demonstrate ways to contribute to an environment that promotes well-being

Learning Outcome	Assessment Criteria
LO7 Understand the role of risk assessment in enabling a person-centred approach	7.1 compare different uses of risk assessment in care settings
	7.2 explain how risk-taking and risk assessment relate to rights and responsibilities
	7.3 explain why risk assessments need to be regularly revised

CA13 Document History

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

Unit Handbook

CA14 – Promote equality and inclusion in care settings

Unit reference number: H/616/7819

Level: 3
Credit value: 2
Guided Learning (GL) hours: 8

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 three outcomes to this unit. The learner will:

LO1 Understand the importance of diversity, equality and inclusion

LO2 Be able to work in an inclusive way

LO3 Be able to promote diversity, equality and inclusion

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 305, GCU 5, HSC 34, HSC 35 and HSC 3116. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

Assessment guidance

Effects may include effects on:
* the individual
* families or friends of the individual
* those who inflict discrimination
* wider society

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

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 the importance of diversity, equality and inclusion	1.1 Explain what is meant by • diversity • equality • inclusion • discrimination
	1.2 Describe the effects of discrimination
	1.3 Explain how inclusive practice promotes equality and supports diversity

Learning Outcome	Assessment Criteria
LO2 Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2 Work with **individuals** in a way that respects their beliefs, culture, values and **preferences**

Learning Outcome	Assessment Criteria
LO3 Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice
	3.2 Support **others** to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

CA14 Document History

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

Unit Handbook

CA15 – Promote health, safety and well-being in care settings

Unit reference number: Y/616/7820

Level: 3
Credit value: 6
Guided Learning (GL) hours: 43

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 promote and implement health and safety in their work setting.

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

LO2 Be able to carry out own responsibilities for 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 other objects safely

LO6 Be able to move and handle hazardous substances and materials

LO7 Be able to promote fire safety in the work setting

LO8 Be able to implement security measures in the work setting

LO9 Know how to manage stress

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 32.

Assessment guidance

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

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

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

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

Tasks that the learner should not carry out without special training may include those relating to:
- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Appropriate use of Personal, Protective Equipment (PPE)
The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Sources of support may include:
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a **care setting**
	1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer
	1.3 Analyse the main health and safety responsibilities of: • self • the employer or manager • **others** in the **work setting**
	1.4 Identify specific **tasks** in the work setting that should not be carried out without special training

Learning Outcome	Assessment Criteria
LO2 Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety
	2.2 Support others' understanding of health and safety and follow agreed safe practices
	2.3 Monitor potential health and safety risks
	2.4 Use risk assessment in relation to health and safety
	2.5 Minimise potential risks and hazards
	2.6 Access additional support or information relating to health and safety

Learning Outcome	Assessment Criteria
LO3 Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting
	3.2 Explain 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 role in supporting others to follow practices that reduce the spread of infection
	4.2 Describe the causes and spread of infection
	4.3 Demonstrate the **use of Personal Protective Equipment (PPE)**
	4.4 Wash hands using the recommended method
	4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work

Learning Outcome	Assessment Criteria
LO5 Be able to move and handle equipment and other objects safely	5.1 Explain the main points of legislation that relates to moving and handling
	5.2 Explain principles for safe moving and handling
	5.3 Dove and handle equipment and other objects safely

Learning Outcome	Assessment Criteria
LO6 Be able to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting
	6.2 Use safe practices when: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials

Learning Outcome	Assessment Criteria
LO7 Be able to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: • starting • spreading
	7.2 Demonstrate measures that prevent fires from starting
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting
	7.4 Ensure that clear evacuation routes are maintained at all time

Learning Outcome	Assessment Criteria
LO8 Be able to implement security measures in the work setting	8.1 Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • premises • information
	8.2 Use 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 stress	9.1 Describe common signs and indicators of **stress** in self and others
	9.2 Analyse factors that can triggers stress
	9.3 Compare strategies for managing stress in self and others
	9.4 Explain how to access **sources of support**

CA15 Document History

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

Unit Handbook

CA16 – Duty of care in care settings

Unit reference number: D/616/7821

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

Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces ways to address the dilemmas, conflicts 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 how duty of care contributes to safe practice

LO2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

LO3 Know how to respond to complaints

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 24, 34, 35, CCLD, LDSS and GEN

Assessment guidance

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

Duty of candour requires all health and adult social care providers registered with CQC to be open with people when things go wrong. The regulations impose a specific and detailed duty of candour on all providers where any harm to a service user from their care or treatment is above a certain harm-threshold.

The duty of candour is a legal requirement and CQC will be able to take enforcement action when it finds breaches

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care relates to **duty of candour**
	1.3 Explain how duty of care contributes to the safeguarding or protection of **individuals**

Learning Outcome	Assessment Criteria
LO2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3 Explain where to get additional support and advice about conflicts and dilemmas

Learning Outcome	Assessment Criteria
LO3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Explain **policies and procedures** relating to the handling of complaints

CA16 Document History

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

Unit Handbook

ADV301 – Purpose and principles of independent advocacy

Unit reference number: M/502/3146

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

Unit aim

This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

Learning outcomes

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

LO1 Understand independent advocacy

LO2 Explain principles and values underpinning independent advocacy

LO3 Describe the development of advocacy

LO4 Explain different types of advocacy support and their purpose

LO5 Understand the roles and responsibilities of an Independent Advocate

LO6 Understand advocacy standard

Version 1.0

Unit content

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand independent advocacy	1.1 Define independent advocacy
	1.2 Explain the limits to advocacy and boundaries to the service
	1.3 Identify the different steps within the advocacy process
	1.4 Distinguish when independent advocacy can and cannot help
	1.5 Identify a range of services independent advocates commonly signpost to
	1.6 Explain the difference between advocacy provided by independent advocates and other people

Learning Outcome	Assessment Criteria
LO2 Explain principles and values underpinning independent advocacy	2.1 Explain the key principles underpinning independent advocacy
	2.2 Explain why the key principles are important

Learning Outcome	Assessment Criteria
LO3 Describe the development of advocacy	3.1 Explain the purpose of independent advocacy
	3.2 Identify key milestones in the history of advocacy
	3.3 Explain wider policy context of advocacy

Learning Outcome	Assessment Criteria
LO4 Explain different types of advocacy support and their purpose	4.1 Compare a range of advocacy models
	4.2 Explain the purpose of different advocacy models
	4.3 Identify the commonalities and differences in a range of advocacy models

Learning Outcome	Assessment Criteria
LO5 Understand the roles and responsibilities of an Independent Advocate	5.1 Explain roles and responsibilities within independent advocacy
	5.2 Describe the limits and boundaries of an independent advocate
	5.3 Describe the skills, attitudes and personal attributes of a good advocate
	5.4 Identify when and who to seek advice from when faced with dilemmas

Learning Outcome	Assessment Criteria
LO6 Understand advocacy standards	6.1 Describe a range of standards which apply to independent advocacy
	6.2 Explain how standards can impact on the advocacy role and service

ADV301 Document History

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

Unit Handbook

ASM1 – Recognise indications of substance misuse and refer individuals to specialists

Unit reference number: M/601/0648

Level: 3
Credit value: 4
Guided Learning (GL) hours: 24

Unit aim

This unit covers recognising signs which may indicate that someone may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances. It also includes referring individuals with indications of substance misuse to service providers where this is the appropriate action.

Learning outcomes

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

LO1 Recognise indications of substance misuse

LO2 Assess and monitor risk

LO3 Handle information and maintain records

LO4 Refer individuals to appropriate services

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise indications of substance misuse	1.1 Identify the range of substances which may be misused and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Identify possible indications of substance misuse (e.g. physical, behavioural, social, emotional)
	1.3 Identify other factors which produce indications that may be interpreted as caused by substance misuse
	1.4 Show how to obtain specialist assistance where required
	1.5 Show how to keep personal knowledge about substances and possible indications of substance misuse up-to-date

Learning Outcome	Assessment Criteria
LO2 Assess and monitor risk	2.1 Assess the risk to the individual and to others which may result from substance misuse, in accordance with organisational procedures
	2.2 Review the assessment of risk and explain why this is important
	2.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk

Learning Outcome	Assessment Criteria
LO3 Handle information and maintain records	3.1 Identify situations and actions taken in line with organisational requirements and explain the importance of doing so
	3.2 Identify the rights of individuals and the principle of confidentiality

Learning Outcome	Assessment Criteria
LO4 Refer individuals to appropriate services	4.1 Identify the range of services relevant to substance misuse available locally and nationally
	4.2 Demonstrate how to refer individuals to services in line with organisational requirements
	4.3 Provide appropriate services with complete and accurate information about the situation in line with organisational requirements

ASM1 Document History

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

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

CH47 – Administer oral nutritional products to individuals

Unit reference number: J/602/4006

Level: 3
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Learning outcomes

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

LO1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines

LO2 Understand common nutritional products and their uses

LO3 Understand how to manage possible reactions to the use of nutritional products

LO4 Be able to prepare for oral administration of nutritional products

LO5 Be able to administer oral nutritional products to individuals

LO6 Be able to maintain stock of nutritional products

Version 1.0

Unit content

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products
	1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products
	1.3 Explain how to prepare oral nutritional product
	1.4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure
	1.5 Explain how to check if the individual has taken the oral nutritional product

Learning Outcome	Assessment Criteria
LO2 Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses
	2.2 Explain how common nutritional products should be stored
	2.3 Describe the effects of common nutritional products, relevant to the **individuals'** condition
	2.4 Explain the importance of information labelling of nutritional products

Learning Outcome	Assessment Criteria
LO3 Understand how to manage possible reactions to the use of nutritional products	3.1 Describe common adverse reactions to nutritional products and how to recognise them
	3.2 Explain how to deal with common adverse reactions
	3.3 Explain how to deal with non-compliance when attempting to administer nutritional products
	3.4 Identify support staff to help manage reactions to the use of nutritional products
	3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products

Learning Outcome	Assessment Criteria
LO4 Be able to prepare for oral administration of nutritional products	4.1 Apply standard precautions for infection control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products
	4.4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
	4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
	4.6 Prepare an individual to receive oral administration of nutritional products
	4.7 Select and prepare nutritional products according to the administration record and standard hygiene precautions
	4.8 Select materials, equipment and aids, which can be used for the oral administration of nutritional products

Learning Outcome	Assessment Criteria
LO5 Be able to administer oral nutritional products to individuals	5.1 Administer oral nutritional products to an individual according to the administration record and in a way, which minimises pain, discomfort and trauma for the individual
	5.2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
	5.3 Dispose of waste products in line with local policy and protocol
	5.4 Update records in line with local policy and protocol

Learning Outcome	Assessment Criteria
LO6 Be able to maintain stock of nutritional products	6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person
	6.2 Maintain the correct storage conditions for oral nutritional products
	6.3 Dispose of out of date and part-used nutritional products in line with local policy and protocol
	6.4 Maintain stock records

CH47 Document History

Version	Issue Date	Changes	Role
v0.1	31/01/2023	Re-branded	Qualification Administrator

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

CMH302 – Understand mental health problems

Unit reference number: J/602/0103

Level: 3
Credit value: 3
Guided Learning (GL) hours: 14

Unit aim

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learning outcomes

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

LO1 Know the main forms of mental ill health

LO2 Know the impact of mental ill health on individuals and others in their social network

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 the main forms of mental ill health	1.1 Describe the main types of mental ill health according to the psychiatric (dsm/icd) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain two alternative frameworks for understanding mental distress
	1.4 Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour

Learning Outcome	Assessment Criteria
LO2 Know the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health
	2.2 Explain how mental ill health may have an impact on the individual including: • Psychological and emotional • Practical and financial • The impact of using services • Social exclusion • Positive impacts
	2.3 Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: • Psychologically and emotionally • Practically and financially • The impact of using services • Social exclusion • Positive impacts
	2.4 Explain the benefits of early intervention in promoting an individual's mental health and well-being

CMH302 Document History

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

Unit Handbook

DA4 – Understand the treatment and management of diabetes

Unit reference number: L/505/1147

Level: 2
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit will enable learners to understand how diabetes is treated and to prevent further complications.

Learning outcomes

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

LO1 Understand how diabetes is treated

LO2 Know the treatment for hypoglycaemia

LO3 Know the treatment for hyperglycaemia

LO4 Understand the complications that can occur as a result of having diabetes

LO5 Understand ways to prevent or detect complications associated with diabetes

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how diabetes is treated	1.1 Outline the care pathway for diabetes
	1.2 Describe the different types of medication used to treat Type 1 and Type 2 diabetes
	1.3 Describe the importance of diet and exercise for optimising blood glucose levels
	1.4 Identify how different forms of treatment can impact on an individual's daily life

Learning Outcome	Assessment Criteria
LO2 Know the treatment for hypoglycaemia	2.1 Identify common causes of hypoglycaemia
	2.2 Outline the signs and symptoms of hypoglycaemia
	2.3 Identify how hypoglycaemia is confirmed in an emergency
	2.4 Describe the action to take if an individual has hypoglycaemia

Learning Outcome	Assessment Criteria
LO3 Know the treatment for hyperglycaemia	3.1 Identify possible causes of hyperglycaemia
	3.2 Outline the signs and symptoms of hyperglycaemia
	3.3 Describe what action to take if an individual has hyperglycaemia

Learning Outcome	Assessment Criteria
LO4 Understand the complications that can occur as a result of having diabetes	4.1 Outline how stress and illness affects blood glucose
	4.2 Identify what is meant by diabetic ketoacidosis
	4.3 Describe a range of complications associated with diabetes
	4.4 Explain the links between diabetes and: • Cardiovascular disease • Dementia • Depression
	4.5 Outline the long-term health consequences of developing type 2 diabetes

Learning Outcome	Assessment Criteria
LO5 Understand ways to prevent or detect complications associated with diabetes	5.1 Suggest ways to prevent illness and infection
	5.2 Identify how regular monitoring can help to prevent complications
	5.3 Outline the regular screening process used for early detection of long-term complications
	5.4 Explain the importance of foot care for people with diabetes
	5.5 Describe the need for pre-pregnancy planning for those with diabetes
	5.6 Explain the importance of optimising blood glucose levels during pregnancy

DA4 Document History

Version	Issue Date	Changes	Role
V1	31/01/202	Re-branding	Qualification Administrator

Unit Handbook

DEM301R – Understand the process and experience of dementia

Unit reference number: F/615/4480

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

Unit aim

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcomes

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

LO1 Understand the neurology of dementia

LO2 Understand the impact of recognition and diagnosis of dementia

LO3 Understand how dementia care must be underpinned by a person-centred approach

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome
	1.2 Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5 Explain why the abilities and needs of an individual with dementia may fluctuate

Learning Outcome	Assessment Criteria
LO2 Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis
	2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
	2.3 Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4 Describe the possible impact of receiving a diagnosis of dementia on: • The individual • Their family and friends

Learning Outcome	Assessment Criteria
LO3 Understand how dementia care must be underpinned by a person centred approach	3.1 Compare a person centred and a non-person centred approach to dementia care
	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4 Describe ways in which individuals and carers can be supported to overcome their fears

DEM301R Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM302 – Understand and meet the nutritional requirements of individuals with dementia

Unit reference number: T/601/9187

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

Unit aim

This unit is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Learning outcomes

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

LO1 Understand the nutritional needs that are unique to individuals with dementia

LO2 Understand the effect that mealtime environments can have on an individual with dementia

LO3 Be able to support an individual with dementia to enjoy good nutrition

Version 1.0

Unit content

Assessment guidance

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

Person-centred approach: This is a way of working which aims to put the person at the centre of the care situation; taking into account their individuality, wishes and preferences

Meal times may include:
- Meal planning
- Food shopping
- Food preparation
- Pre- and post-meal activities
- Dining
- Snacking

Well-being may include:
- Appropriate weight gain/loss
- Improved sleep patterns
- Reduced confusion
- Improved physical health
- Improved emotional state
- Reduced infections
- Reduced constipation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the nutritional needs that are unique to individuals with dementia	1.1 Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition
	1.2 Explain how poor nutrition can contribute to an individual's experience of dementia
	1.3 Outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia
	1.4 Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink
	1.5 Explain why it is important to include a variety of food and drink in the diet of an individual with dementia

Learning Outcome	Assessment Criteria
LO2 Understand the effect that mealtime environments can have on an individual with dementia	2.1 Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia
	2.2 Describe how mealtime environments and food presentation can be designed to help an individual eat and drink
	2.3 Describe how a person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink

Learning Outcome	Assessment Criteria
LO3 Be able to support an individual with dementia to enjoy good nutrition	3.1 Demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences
	3.2 Demonstrate how meal times for an individual with dementia are planned to support his/her ability to eat and drink
	3.3 Demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed
	3.4 Demonstrate how a person-centred approach to meeting nutritional requirements has improved the well-being of an individual with dementia

DEM302 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM304 – Enable rights and choices of individuals with dementia whilst minimising risks

Unit reference number: A/601/9191

Level: 3
Credit value: 4
Guided Learning (GL) hours: 26

Unit aim

This unit is about developing the learners' knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

Learning outcomes

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

LO1 Understand key legislation and agreed ways of working that supports the fulfilment of rights and choices of individuals with dementia while minimising risk of harm

LO2 Be able to maximise the rights and choices of individuals with dementia

LO3 Be able to involve carers and others in supporting individuals with dementia

LO4 Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices

Version 1.0

Unit content

Assessment guidance

Key legislation may include:
- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Equality Act 2010
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal opportunities) Act 2004

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

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

Carers and others may include:
- Care worker
- Family
- Advocate
- Colleagues
- Managers
- Social worker
- Occupational therapist
- GP
- Speech and language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Specialist nurse
- Psychologist
- Psychiatrist
- Independent mental capacity advocate
- Independent mental health advocate
- Dementia care advisor
- Support groups

Best interests: This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well-being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

Key physical aspects may include:
- Signage
- Colour
- Furniture
- Flooring
- Technology
- Room layout
- Storage
- Space for personal belongings

Key physical aspects may include:
- Communication skills
- Positive approach
- Relationship centred approach
- Professional boundaries
- Abilities focus
- Whole team approach

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Explain the impact of **key legislation** that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
	1.2 Evaluate **agreed ways of working** that relate to rights and choices of an **individual** with dementia
	1.3 Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working

Learning Outcome	Assessment Criteria
LO2 Be able to maximise the rights and choices of individuals with dementia	2.1 Demonstrate that the **best interests** of an individual with dementia are considered when planning and delivering care and support
	2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests
	2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions
	2.4 Describe how the ability of an individual with dementia to make decisions may fluctuate

Learning Outcome	Assessment Criteria
LO3 Be able to involve carers and others in supporting individuals with dementia	3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm
	3.2 Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk
	3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution

Learning Outcome	Assessment Criteria
LO4 Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices	4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia
	4.2 Demonstrate that **key physical aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia
	4.3 Demonstrate that **key social aspects** of the environment are enabling care workers to show respect and dignity for an individual with dementia

DEM304 Document History

Version	Issue Date	Changes	Role
V1	31/02/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM312 – Understand and enable interaction and communication with individuals who have dementia

Unit reference number: Y/601/4693

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learning outcomes

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

LO1 Understand the factors that can affect interactions and communication of individuals with dementia

LO2 Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques

LO3 Be able to communicate positively with an individual who has dementia by valuing their individuality

LO4 Be able to use positive interaction approaches with individuals with dementia

Version 1.0

Unit content

Assessment guidance

Carers may include:
- Partner
- Family
- Friends
- Neighbours

Others may include:
- Care worker
- Colleague
- Manager
- Social worker
- Occupational therapist
- GP
- Speech & language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral nurses
- Independent mental capacity advocate
- Community psychiatric nurse
- Dementia care advisors
- Advocate
- Support groups

Reality orientation. This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.

Validation approach. Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focusing on the feelings rather than the content of speech.

Social environment can provide interactions which create stimulation and enjoyment, such as:
- Opportunities to meet with family and friends
- Able to talk about early life, past career and good memories
- Engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite
- Walks

Engagement with activities e.g. reminiscence, listening to favourite music, continuing social routines, e.g. going to the hairdressers, out for coffee etc.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that can affect interactions and communication of individuals with dementia	1.1 Explain how different forms of dementia may affect the way an individual communicates
	1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
	1.3 Describe how to support different communication abilities and needs of an individual with dementia who has sensory impairment
	1.4 Describe the impact the behaviours of carers and **others** may have on an individual with dementia

Learning Outcome	Assessment Criteria
LO2 Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	2.1 Demonstrate how to use different communication techniques with an individual who has dementia
	2.2 Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia
	2.3 Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others

Learning Outcome	Assessment Criteria
LO3 Be able to communicate positively with an individual who has dementia by valuing their individuality	3.1 Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
	3.2 Demonstrate how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness

Learning Outcome	Assessment Criteria
LO4 Be able to use positive interaction approaches with individuals with dementia	4.1 Explain the difference between a **reality orientation** approach to interactions and a **validation approach**
	4.2 Demonstrate a positive interaction with an individual who has dementia
	4.3 Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia
	4.4 Demonstrate how to use aspects of the **social environment** to enable positive interactions with individuals with dementia
	4.5 Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the individual with dementia

DEM312 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

DEM313 – Equality, diversity and inclusion in dementia care practice

Unit reference number: F/601/4686

Level: 3
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to person centred approach.

Learning outcomes

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

LO1 Understand that each individual's experience of dementia is unique

LO2 Understand the importance of diversity, equality and inclusion in dementia care and support

LO3 Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia

LO4 Be able to work with others to encourage support for diversity and equality

Version 1.0

Unit content

Assessment guidance

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

Heritage: This refers to an individual's culture, history and personal experiences and is unique to them.

Others may include:
- Care worker
- Colleague
- Manager
- Social worker
- Occupational therapist
- GP
- Speech & language therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral nurses
- Independent mental capacity advocate
- Community psychiatric nurse
- Dementia care advisors
- Advocate
- Support groups

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that each individual's experience of dementia is unique	1.1 Explain why it is important to recognise and respect an individual's **heritage**
	1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
	1.3 Describe how the experience of dementia may be different for individuals: • who have a learning disability • who are from different ethnic backgrounds • who are at the end of life
	1.4 Describe how the experience of an individual's dementia may impact on carers

Learning Outcome	Assessment Criteria
LO2 Understand the importance of diversity, equality and inclusion in dementia care and support	2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
	2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression
	2.3 Explain the potential impact of discrimination on an individual with dementia
	2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support

Learning Outcome	Assessment Criteria
LO3 Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia	3.1 Demonstrate how to identify an individual's uniqueness
	3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion
	3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity
	3.4 Demonstrate how to engage and include an individual with dementia in daily life

Learning Outcome	Assessment Criteria
LO4 Be able to work with other to encourage support for diversity and equality	4.1 Work with others to promote diversity and equality for individuals with dementia
	4.2 Demonstrate how to share the individual's preferences and interests with others
	4.3 Explain how to challenge discrimination and oppressive practice of **others** when working with an **individual** with dementia

DEM313 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	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

HC2001 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	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	31/01/2023	Re-branding	Qualification Administrator

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	31/01/2023	Re-branding	Qualification Administrator

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	31/01/2023	Re-branding	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	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3048 – Support individuals at the end of life

Unit reference number: T/601/9495

Level: 3
Credit value: 7
Guided Learning (GL) hours: 53

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 end of life care.

Learning outcomes

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

LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

LO2 Understand factors affecting end of life care

LO3 Understand advance care planning in relation to end of life care

LO4 Be able to provide support to individuals and key people during end of life care

LO5 Understand how to address sensitive issues in relation to end of life care

LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care

LO7 Be able to access support for the individual or key people from the wider team

LO8 Be able to support individuals through the process of dying

LO9 Be able to take action following the death of individuals

LO10 Be able to manage their own feelings in relation to the dying or death of individuals

Version 1.0

Unit content

Assessment guidance

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:
- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults

Systems for advance care planning may include:
- gold standard framework
- preferred priorities for care

An **individual** is the person requiring end of life care

Key people may include:
- family members
- friends
- others who are important to the well-being of the individual

Support organisations and specialist services may include:
- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors

Other members of the team may include:
- line manager
- religious representatives
- specialist nurse
- occupational or other type of therapist
- social worker
- key people

Actions may include:
- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1 Outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
	1.2 Explain how **legislation** designed to protect the rights of individuals in end of life care applies to their own job role

Learning Outcome	Assessment Criteria
LO2 Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that **individuals** and **key people** may experience with the approach of death
	2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
	2.3 Explain why key people may have a distinctive role in an individual's end of life care
	2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition

Learning Outcome	Assessment Criteria
LO3 Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2 Explain the purpose of **advance care planning** in relation to end of life care
	3.3 Describe their own role in supporting and recording decisions about advance care planning
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning

Learning Outcome	Assessment Criteria
LO4 Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available
	4.5 Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies
	4.6 Contribute to partnership working with key people to support the individual's well-being

Learning Outcome	Assessment Criteria
LO5 Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care
	5.2 Explain factors that influence who should give significant news to an individual or key people
	5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	5.4 Analyse ways to address such conflicts

Learning Outcome	Assessment Criteria
LO6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1 Describe the role of **support organisations and specialist services** that may contribute to end of life care
	6.2 Analyse the role and value of an advocate in relation to end of life care
	6.3 Explain how to establish when an advocate may be beneficial
	6.4 Explain why support for spiritual needs may be especially important at the end of life
	6.5 Describe a range of sources of support to address spiritual needs

Learning Outcome	Assessment Criteria
LO7 Be able to access support for the individual or key people from the wider team	7.1 Identify when support would be best offered by **other members of the team**
	7.2 Liaise with other members of the team to provide identified support for the individual or key people

Learning Outcome	Assessment Criteria
LO8 Be able to support individuals through the process of dying	8.1 Carry out their own role in an individual's care
	8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	8.3 Adapt support to reflect the individual's changing needs or responses
	8.4 Assess when an individual and key people need to be alone

Learning Outcome	Assessment Criteria
LO9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care
	9.2 Carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
	9.3 Describe ways to support key people immediately following an individual's death

Learning Outcome	Assessment Criteria
LO10 Be able to manage their own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage their own feelings in relation to an individual's dying or death
	10.2 Utilise support systems to deal with their own feelings in relation to an individual's dying or death

HSC3048 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3052 – Undertake physiological measurements

Unit reference number: R/601/8662

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

Unit aim

This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Learning outcomes

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

LO1 Understand relevant legislation, policy and good practice for undertaking physiological measurements

LO2 Understand the physiological states that can be measured

LO3 Be able to prepare to take physiological measurements

LO4 Be able to undertake physiological measurements

LO5 Be able to record and report results of physiological measurement

Version 1.0

Unit content

Assessment guidance

Valid consent must be in line with agreed UK country definition

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice

Learning Outcome	Assessment Criteria
LO2 Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
	2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	2.5 Explain the principles of body mass index (BMI) in relation to weight/dietary control
	2.6 Explain the major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during physiological measurements process
	3.3 Answer questions and deal with concerns during physiological measurements process
	3.4 Explain the help individuals may need before taking their physiological measurements
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
	3.6 Ensure all materials and equipment to be used are appropriately prepared
	3.7 Confirm the individual's identity and obtain **valid consent**

Learning Outcome	Assessment Criteria
LO4 Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
	4.4 Monitor the condition of the individual throughout the measurement
	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues

Learning Outcome	Assessment Criteria
LO5 Be able to record and report results of physiological measurement	5.1 Explain the necessity for recording physiological measurements
	5.2 Explain a few common conditions which require recording of physiological measurements
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
	5.4 Record physiological measurements taken accurately using the correct documentation

HSC3052 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3053 – Obtain venous blood samples

Unit reference number: D/601/8860

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

Unit aim

This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Learning outcomes

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

LO1 Understand legislation, policy and good practice related to obtaining venous blood samples

LO2 Understand the anatomy and physiology relating to obtaining venous blood samples

LO3 Be able to prepare to obtain venous blood samples

LO4 Be able to obtain venous blood samples

LO5 Be able to prepare venous blood samples for transportation

Version 1.0

Unit content

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policy and good practice related to obtaining venous blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples

Learning Outcome	Assessment Criteria
LO2 Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels
	2.2 Explain blood clotting processes and the factors that influence blood clotting
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to obtain venous blood samples	3.1 Confirm the individual's identity and obtain **valid consent**
	3.2 Communicate with the individual in a manner which: • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample
	3.4 Select and prepare an appropriate site taking into account the individual's preferences

Learning Outcome	Assessment Criteria
LO4 Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection prevention and control
	4.3 Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
	4.4 Use the agreed procedure to obtain the venous blood sample to include: • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary
	4.5 Respond to any indication of adverse reaction, complication or problem during the procedure
	4.6 Explain the correct procedure to deal with an arterial puncture when it occurs
	4.7 Terminate the blood collection procedure following guidelines and/or protocols to include: • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual

Learning Outcome	Assessment Criteria
LO5 Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: • legibility of labelling and documentation • temperature control of storage • immediacy of transportation

HSC3053 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3057 – Work with families, carers and individuals during times of crisis

Unit reference number: F/601/9029

Level: 4
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit is aimed at health and social care workers working with individuals and their carers and families.

Learning outcomes

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

LO1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis

LO2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis

LO3 Be able to respond during times of crisis

LO4 Be able to review the outcomes of requests for action during times of crisis

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1 Describe current legislation relevant to risk assessment and risk management
	1.2 Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provide
	1.3 Explain the different types of support and intervention available to individuals, carer and families in times of crisis
	1.4 Explain the factors that influence the kinds of support offered

Learning Outcome	Assessment Criteria
LO2 Be able to develop risk management strategies when working with individuals, carers and families in times of crisis	2.1 Assess the risk of crisis situations occurring
	2.2 Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
	2.3 Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
	2.4 Formulate a risk management strategy using risk assessments
	2.5 Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
	2.6 Complete documentation in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Be able to respond during times of crisis	3.1 Evaluate the seriousness and urgency of a request for action
	3.2 Work with families, carers and individuals to agree the response to a crisis situation
	3.3 Record and communicate the agreed actions
	3.4 Implement agreed actions promptly in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO4 Be able to review the outcomes of requests for action during times of crisis	4.1 Explain how to conduct a valid, reliable and comprehensive review
	4.2 Review outcomes of actions taken and decisions made
	4.3 Analyse the results of the review to inform future risk management strategies and actions to be taken

HSC3057 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3075P – Understand Parkinson's for health and social care staff

Unit reference number: R/615/4483

Level: 3
Credit value: 2
Guided Learning (GL) hours: 14

Unit aim

The purpose of this unit is to provide the learner with an understanding of Parkinson's and its impact on the individual.

Learning outcomes

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

LO1 Understand the signs, symptoms and progression of Parkinson's

LO2 Understand the impacts of Parkinson's on the individual and others

LO3 Understand the processes, procedures, methods, techniques and services used to manage Parkinson's

LO4 Understand the issues associated with Parkinson's medication

LO5 Understand communication and cognitive challenges associated with Parkinson's at different stages

Version 1.0

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the signs, symptoms and progression of Parkinson's	1.1 Define Parkinson's
	1.2 Explain what causes Parkinson's to develop
	1.3 Describe key symptoms of Parkinson's: • motor • non-motor
	1.4 Identify the common age of onset of Parkinson's
	1.5 Describe the typical phases and timeframe of the progression of Parkinson's
	1.6 Identify conditions within parkinsonism

Learning Outcome	Assessment Criteria
LO2 Understand the impacts of Parkinson's on the individual and others	2.1 Describe the impacts on quality of life of: • motor symptoms • non-motor symptoms
	2.2 Explain impacts of Parkinson's on an individual's relationships with others
	2.3 Explain impacts of fluctuations in Parkinson's on an individual and others

Learning Outcome	Assessment Criteria
LO3 Understand the processes, procedures, methods, techniques and services used to manage Parkinson's	3.1 Describe the processes, procedures and services involved in diagnosis and referral
	3.2 Describe how to access local, community and statutory agencies, support services and networks appropriate to the individual with Parkinson's
	3.3 Describe methods, practices and possible interventions used to support individuals to manage their symptoms
	3.4 Explain how an individual's preferences are taken into account when supporting them to manage their Parkinson's
	3.5 Explain how challenges in the management of diet and fluids can be overcome

Learning Outcome	Assessment Criteria
LO4 Understand the issues associated with Parkinson's medication	4.1 Explain the consequences when medication is not taken or given on time
	4.2 Explain the consequences for the individual of common side-effects of Parkinson's medication
	4.3 Describe how to alleviate the side effects of Parkinson's medication

Learning Outcome	Assessment Criteria
LO5 Understand communication and cognitive challenges associated with Parkinson's at different stages	5.1 Describe the communication and cognitive challenges at different stages of Parkinson's
	5.2 Describe the impact on the individual and others of: • communication challenges • cognitive challenges
	5.3 Explain how to implement techniques used to address: • communication challenges • cognitive challenges

HSC3075P Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LD308 – Support individuals with a learning disability to access healthcare

Unit reference number: J/601/8657

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

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person centred practice related to accessing healthcare services

Learning outcomes

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

LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare

LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access

LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access

LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities

LO5 Be able to complete and review plans for healthcare

LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services

LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services

Version 1

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Describe what is meant by a rights-based approach to accessing healthcare
	1.2 Outline the main points of legislation that exists to support a rights based approach
	1.3 Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
	1.4 Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
	1.5 Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities

Learning Outcome	Assessment Criteria
LO2 Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1 Explain the work of healthcare services that an individual with learning disabilities may need to access
	2.2 Explain how an individual can access each type of healthcare service

Learning Outcome	Assessment Criteria
LO3 Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1 Describe the role and responsibility of professionals working in different types of healthcare services

Learning Outcome	Assessment Criteria
LO4 Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1 Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
	4.2 Explain the range of health checks available to individuals to support good health and well being
	4.3 Explain the importance of routine healthcare checks

Learning Outcome	Assessment Criteria
LO5 Be able to complete and review plans for healthcare	5.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
	5.2 Complete plans for healthcare with an individual or significant other if appropriate
	5.3 Review plans for healthcare with an individual or significant other if appropriate

Learning Outcome	Assessment Criteria
LO6 Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1 Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
	6.2 Explain ways to overcome barriers to accessing healthcare services
	6.3 Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services

Learning Outcome	Assessment Criteria
LO7 Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1 Use a person-centred approach to support an individual to access healthcare services
	7.2 Provide accessible information related to healthcare to individuals
	7.3 Work with others when supporting an individual to access healthcare services
	7.4 Support individuals in a range of practical healthcare situations
	7.5 Support the individual to make safe choices with regard to treatments and medication
	7.6 Record details of a healthcare visit in a format that an individual with learning disabilities can understand
	7.7 Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

LD308 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LD310 – Understand how to support individuals with autistic spectrum conditions

Unit reference number: T/601/5317

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

Unit aim

The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support.

Learning outcomes

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

LO1 Understand the main characteristics of autistic spectrum conditions

LO2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them

LO3 Understand different theories and concepts about autism

LO4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions

LO5 Understand how to achieve effective communication with individuals with an autistic spectrum condition

LO6 Understand how to support individuals with an autistic spectrum condition

Version 1.0

Unit content

Assessment guidance

The terminology chosen to describe the autistic spectrum in this unit is Autistic Spectrum Condition (ACS), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ACS has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.

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

Specific preferences and needs includes: routines, timetables and structures, levels of sensory stimulation, special interests or rituals.

Harm may include being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing something harmful; abuse; extreme anxiety, etc.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the main characteristics of autistic spectrum conditions	1.1 Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
	1.2 Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the 'triad of impairments'
	1.3 Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
	1.4 Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	1.5 Describe other conditions that may be associated with the autistic spectrum
	1.6 Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum

Learning Outcome	Assessment Criteria
LO2 Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1 Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
	2.2 Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
	2.3 Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
	2.4 Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition

Learning Outcome	Assessment Criteria
LO3 Understand different theories and concepts about autism	3.1 Explain theories about autism related to • brain function and genetics • psychology
	3.2 Explain why there are alternative choices of terminology used to describe the autism spectrum
	3.3 Describe the strengths and limitations of different types of terminology
	3.4 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
	3.5 Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
	3.6 Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum

Learning Outcome	Assessment Criteria
LO4 Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 Identify what legislation, national and local policies and guidance exists
	4.2 Explain what individuals or situations the legislation, national and local policy and guidance applies to
	4.3 Explain how the various ways in which, legislation, national and local policies and guidance applies to individuals on the autistic spectrum may differ according to their particular needs

Learning Outcome	Assessment Criteria
LO5 Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 Give examples of how "challenging behaviour" can be a way of expressing emotions where there are communication differences
	5.2 Describe methods and systems used to develop and support an individual's communication
	5.3 Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style

Learning Outcome	Assessment Criteria
LO6 Understand how to support individuals with an autistic spectrum condition	6.1 Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
	6.2 Explain why consultation with families/parents/carers is important in person-centred planning and support
	6.3 Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
	6.4 Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
	6.5 Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
	6.6 Explain how needs change for individuals and their families at different stages of their lives
	6.7 Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

LD310 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

LDSSMP3 – Professional practice in learning development and support services

Level: 3
Credit value: 5
Guided Learning (GL) hours: 35

Unit aim

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

Learning outcomes

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

LO1 Understand the purposes of learning, development and support services

LO2 Understand current legislation, policies and influences on LDSS

LO3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners

LO4 Understand how the views of children, young people and carers can be used to improve learning, development and support services

LO5 Be able to use supervision to support continuing professional development and personal effectiveness

LO6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice

Version 1.0

Unit content

Assessment guidance

Principles and values
This should relate to the current statement of principles and values for LDSS as used in the relevant UK Home nation.

Personal development plan and reflective practice log that identifies:
- personal strengths and weaknesses
- SMART objectives
- personal and professional development needs
- proposals for meeting development needs, including additional training if required
- the review process
- potential barriers to meeting the SMART objectives and how they can be overcome
- remedial actions that can be implemented if objectives are not being achieved
- a reflective practice log to be completed on an agreed timescale, e.g. weekly

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purposes of learning, development and support services	1.1 Explain the purposes of learning, development and support services
	1.2 Explain the roles and responsibilities of those working within learning, development and support services

Learning Outcome	Assessment Criteria
LO2 Understand current legislation, policies and influences on LDSS	2.1 Explain the impact of current legislation, policies, and influences on LDSS
	2.2 Explain why it is important that effective practice should inform and drive the legislative framework for work with children and young people

Learning Outcome	Assessment Criteria
LO3 Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners	3.1 Explain the current **principles and values** that underpin and inform the work of LDSS practitioners and their impact on practice
	3.2 Implement the principles and values in own practice
	3.3 Explain the impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers

Learning Outcome	Assessment Criteria
LO4 Understand how the views of children, young people and carers can be used to improve learning, development and support services	4.1 Explain the importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision
	4.2 Explain how the views of children, young people and carers can be obtained
	4.3 Give examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision

Learning Outcome	Assessment Criteria
LO5 Be able to use supervision to support continuing professional development and personal effectiveness	5.1 Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance
	5.2 Agree and implement changes to practice to enhance performance and promote continuing professional development

Learning Outcome	Assessment Criteria
LO6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice	6.1 Evaluate own skills, knowledge and practice against agreed criteria and objectives
	6.2 Develop a **personal development plan and reflective practice log**
	6.3 Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required

LDSSMP3 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

PDOP33 – Understand the impact of acquired brain injury on individuals

Unit reference number: Y/601/6167

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

Unit aim

The aim of this unit is to acquire knowledge to support people who have 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 on individuals of acquired brain injury

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

Evidence requirements

Learners must provide a portfolio of evidence

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

This unit is linked to PDOP3.3

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 Define acquired brain injury
	1.2 Describe possible causes of acquired brain injury
	1.3 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
	1.4 Describe brain injuries that are • mild • moderate • severe

Learning Outcome	Assessment Criteria
LO2 Understand the impact on individuals acquired brain injury	2.1 Discuss initial effects of acquired brain injury on the individual
	2.2 Explain the long-term effects of acquired brain injury to include: • physical • functional • cognitive • behavioural effects
	2.3 Explain the concepts of loss in relation to acquired brain injury for individuals and carers

Learning Outcome	Assessment Criteria
LO3 Understand the specialist communication needs of an individual with acquired brain injury	3.1 Define dysphasia and dysarthria
	3.2 Explain the effects of dysphasia and dysarthria on communication
	3.3 Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4 Evaluate different intervention strategies and assistive tools that support communication

Learning Outcome	Assessment Criteria
LO4 Understand the impact that personality changes can have on an individual and those providing support	4.1 Explain the impact of personality changes on the individual
	4.2 Explain the impact of personality changes on those caring for the individual
	4.3 Explain how lack of self - awareness/insight may affect the individual
	4.4 Explain the skills needed to support the individual and family/carers to come to terms with personality changes

Learning Outcome	Assessment Criteria
LO5 Understand the impact of challenging behaviour	5.1 Explain behaviours which are considered challenging
	5.2 Analyse the importance of their own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain measures that should be taken to manage the risk from challenging behaviour
	5.4 Explain the process for reporting and referring challenging behaviour

PDOP33 sDocument History

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

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

Unit content

Assessment guidance

There is no assessment guidance.

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	31/01/2023	Re-branding	Qualification Administrator

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	31/01/2023	R-branding	Qualification Administrator

Unit Handbook

SSOP32 – Promote effective communication with individuals with sensory loss

Unit reference number: K/601/3483

Level: 3
Credit value: 4
Guided Learning (GL) hours: 30

Unit aim

The purpose of this unit is to provide the learner with knowledge and skills required to support effective communication with individuals with sensory loss.

Learning outcomes

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

LO1 Understand the importance of effective two-way communication

LO2 Understand different methods that can support communication with individuals with sensory loss

LO3 Be able to support the individual with communication

LO4 Evaluate the effectiveness of methods of communication used to support an individual with sensory loss

Version 1.0

Unit content

Assessment guidance

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of effective two-way communication	1.1 Identify the features of two-way communication
	1.2 Explain why two-way communication is important for individuals with **sensory loss**
	1.3 Explain how own role can impact on the dynamics of two-way communication with individuals with sensory loss

Learning Outcome	Assessment Criteria
LO2 Understand different methods that can support communication with individuals with sensory loss	2.1 Research the different methods that are used to support communication with individuals with sensory loss
	2.2 Identify the characteristics of communication that is not based on formal language systems

Learning Outcome	Assessment Criteria
LO3 Be able to support the individual with communication	3.1 Agree with an individual and/or other preferred methods of communication
	3.2 Prepare the environment to facilitate effective communication
	3.3 Use agreed methods of communication with an individual
	3.4 Check the effectiveness of communication with the individual throughout the interaction

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1 Evaluate the effectiveness of the use of agreed methods of communication with an individual and/or others
	4.2 Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
	4.3 Make suggestions to improve the use of agreed methods of communication to individuals and/or others
	4.4 Reflect on their own practice, on the use of agreed methods of communication
	4.5 Adapt their own practice to meet the needs of the individual

SSOP32 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

SSOP33 – Support individuals with multiple conditions and/or disabilities

Unit reference number: A/601/5190

Level: 3
Credit value: 4
Guided Learning (GL) hours: 31

Unit aim

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

Learning outcomes

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

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

LO2 Understand own role in supporting individuals with multiple conditions and/or disabilities

LO3 Understand the support available for individuals with multiple conditions and/or disabilities

LO4 Be able to assist individuals with multiple conditions and/or disabilities

LO5 Be able to evaluate the support provided to an individual to engage in activities

Version 1.0

Unit content

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 such as:
- emotional
- psychological
- physical

Activities could include:
- education
- employment
- leisure activities
- social activities
- household or domestic tasks

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

Others could include:
- other professionals
- carers/family members
- advocates
- colleagues

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Describe possible **multiple conditions and/or disabilities** that individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have an additional impact on the individual's **well-being** and quality of life
	1.3 Explain how multiple conditions and/or disabilities may impact on individuals' opportunity to participate in a range of **activities**

Learning Outcome	Assessment Criteria
LO2 Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe their own role in supporting the well-being of individuals with multiple conditions and/or disabilities
	2.2 Explain the steps to take when actions may be outside of the scope of their own role and responsibilities

Learning Outcome	Assessment Criteria
LO3 Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in their own local area
	3.2 Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.3 Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.4 Explain the importance of **informal networks** in providing support to individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO4 Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in activities
	4.3 Support an individual to engage in activities that meet their needs and preferences

Learning Outcome	Assessment Criteria
LO5 Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or **others**, how well the activities have met the identified needs and preferences
	5.2 Reflect on their own support to an individual to engage in activities
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
	5.4 Adapt own practice to support the needs of the individual

SSOP33 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	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

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	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3022 – Support individuals to live at home

Unit reference number: Y/601/7903

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

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 to live at home.

Learning outcomes

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

LO1 Understand the principles of supporting individuals to live at home

LO2 Be able to contribute to planning support for living at home

LO3 Be able to work with individuals to secure additional services and facilities to enable them to live at home

LO4 Be able to work in partnership to introduce additional services for individuals living at home

LO5 Be able to contribute to reviewing support for living at home

Version 1.0

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the HSC 343

Assessment

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

Assessment guidance

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

Others may include:
- family
- friends
- advocates
- others who are important to the individual's well-being

Needs may include:
- Personal
- Physical
- Financial
- Social
- Environmental
- 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

Circumstances may include:
- Health
- Social situation
- Financial circumstances
- Legal status

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an individual
	1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home
	1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
	1.4 Explain how risk management contributes to supporting individuals to live at home

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
	2.2 Identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met
	2.3 Agree with the individual and **others** the risks that need to be managed in living at home and ways to address them

Learning Outcome	Assessment Criteria
LO3 Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
	3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
	3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**
	3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
	4.2 Introduce the individual to new resources, services, facilities or support groups
	4.3 Record and report on the outcomes of additional support measures in required ways

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for on-going review
	5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support
	5.3 Work with the individual and others to agree revisions to the support provided

HSC3022 Document History

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

Unit Handbook

HSC3013 – Support individuals to access and use services and facilities

Unit reference number: F/601/7927

Level: 3
Credit value: 4
Guided Learning (GL) hours: 25

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 to select, use and review services and facilities.

Learning outcomes

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

LO1 Understand factors that influence individuals' access to services and facilities

LO2 Be able to support individuals to select services and facilities

LO3 Be able to support individuals to access and use services and facilities

LO4 Be able to support individuals to review their access to and use of services and facilities

Version 1.0

Unit content

Assessment guidance

Services and facilities may include:
- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities

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

Information to be challenged may include information that is:
- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of **services and facilities** can be beneficial to an **individual's** well being
	1.2 Identify barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to select services and facilities	2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs
	2.2 Agree with an individual their preferred options for accessing services and facilities
	2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals to access and use services and facilities	3.1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals to review their access to and use of services and facilities	4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities
	4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities
	4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

HSC3013 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3003 – Provide support to maintain and develop skills for everyday life

Unit reference number: L/601/8028

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 28**

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 required to work with individuals to retain, regain and develop skills for everyday life.

Learning outcomes

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

LO1 Understand the context of supporting skills for everyday life

LO2 Be able to support individuals to plan for maintaining and developing skills for everyday life

LO3 Be able to support individuals to retain, regain or develop skills for everyday life

LO4 Be able to evaluate support for developing or maintaining skills for everyday life

Version 1.0

Unit content

Assessment guidance

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

Others may include:
- family
- advocates
- team members
- line manager
- specialists
- others who are important to the individual's well-being

The **plan** may include:
- goals (short, medium and long term)
- the type and level of support needed to achieve goals
- roles and responsibilities
- ways to address any associated risks
- ways to monitor the plan

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life
	1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
	1.3 Explain how maintaining, regaining or developing skills can benefit individuals

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and **others** to identify skills for everyday life that need to be supported
	2.2 Agree with the individual a **plan** for developing or maintaining the skills identified
	2.3 Analyse possible sources of conflict that may arise when planning and ways to resolve them
	2.4 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it

Learning Outcome	Assessment Criteria
LO3 Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation**
	3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills
	3.3 Describe actions to take if an individual becomes distressed or unable to continue

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support
	4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3 Agree revisions to the plan
	4.4 Record and report in line with **agreed ways of working**

HSC3003 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

HSC3066 – Support positive risk taking for individuals

Unit reference number: L/601/9549

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 32**

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 positive risk-taking to benefit individuals.

Learning outcomes

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

LO1 Understand the importance of risk taking in everyday life

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

LO3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks

LO4 Be able to support individuals to make decisions about risks

LO5 Be able to support individuals to take risks

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

Version 1.0

Unit content

Assessment guidance

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

Different areas of their life may include:
- health
- social
- financial

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of risk taking in everyday life	1.1 Explain ways in which risk is an integral part of everyday life
	1.2 Explain why individuals may have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion

Learning Outcome	Assessment Criteria
LO2 Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive person-centred approach to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment
	2.3 Explain how a service focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service focused approach to risk-assessment

Learning Outcome	Assessment Criteria
LO3 Understand the legal and policy framework underpinning an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
	3.2 Describe how a human rights based approach supports an individual to make decisions and take risks

Learning Outcome	Assessment Criteria
LO4 Be able to support individuals to make decisions about risks	4.1 Support an individual to recognise potential risk in different areas of their life
	4.2 Support the individual to balance choices with their own and others' health, safety and well-being
	4.3 Describe how their own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	4.4 Record all discussions and decisions made relating to supporting the individual to take risks

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals to take risks	5.1 Complete a risk assessment with an individual following agreed ways of working
	5.2 Communicate the content of the risk assessment to others
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to their well being

Learning Outcome	Assessment Criteria
LO6 Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger

HSC3066 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification administrator

Unit Handbook

LD302 – Support person-centred thinking and planning
Unit reference number: A/601/7215

> **Level: 3**
> **Credit value: 5**
> **Guided Learning (GL) hours: 41**

Unit aim

This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role.

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

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

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

Version 1.0

Unit content

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

This unit is linked to NOS HSC 36.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care

Assessment

This unit needs to be assessed in line with the Skills for Care Assessment Principles

Learning outcome 5 must be assessed in a real work situation

Assessment guidance

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

Person-centred thinking tools include:
- Important to/for (recorded as a one-page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- 4 plus 1 questions
- Citizenship tool
- Decision making agreement
- Presence to contribution
- Dreaming.

Community connecting related tools:
- Who am I? My gifts and capacities
- Hopes and Fears
- Mapping our network
- Passion audit
- Capacity mapping
- Who am I – My places

Person-centred teams – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.

Person-centred plan may include an Essential Lifestyle Plan.

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and practice of person-centred thinking, planning and reviews	1.1 Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning
	1.2 Explain the benefits of using person-centred thinking with individuals
	1.3 Explain the beliefs and values on which person-centred thinking and planning is based
	1.4 Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning
	1.5 Explain how person-centred thinking tools can form the basis of a person-centred plan
	1.6 Describe the key features of different styles of person-centred planning and the contexts in which they are most useful
	1.7 Describe examples of person-centred thinking tools, their purpose, how and when each one might be used
	1.8 Explain the different ways that one-page profiles are used

Learning Outcome	Assessment Criteria
LO2 Understand the context within which person-centred thinking and planning takes place	2.1 Interpret current policy, legislation and guidance underpinning person-centred thinking and planning
	2.2 Analyse the relationship between person-centred planning and the commissioning and delivery of services
	2.3 Describe how person-centred planning and person-centred reviews influence strategic commissioning
	2.4 Explain what a person-centred team is
	2.5 Explain how person-centred thinking can be used within a team
	2.6 Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation
	2.7 Describe the role of the manager in implementing person-centred thinking and planning
	2.8 Explain how this relates to the role of a facilitator

Learning Outcome	Assessment Criteria
LO3 Understand own role in person-centred planning	3.1 Explain the range of ways to use person-centred thinking, planning and reviews in own role: • with individuals • as a team member • as part of an organisation
	3.2 Explain the different person-centred thinking skills required to support individuals
	3.3 Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work
	3.4 Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome

Learning Outcome	Assessment Criteria
LO4 Be able to apply person-centred planning in relation to own life	4.1 Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working
	4.2 Describe what other person-centred thinking tools would be useful in own life
	4.3 Evaluate which person-centred thinking tools could be used to think more about own community connections
	4.4 Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations

Learning Outcome	Assessment Criteria
LO5 Be able to implement person-centred thinking, planning and reviews	5.1 Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams
	5.2 Show that the plan and process are owned by individual
	5.3 Demonstrate how person-centred thinking tools can be used to develop a person-centred plan
	5.4 Use information from a person-centred review to start a person-centred plan
	5.5 Use person-centred thinking to enable individuals to choose those who support them
	5.6 Support the individual and others involved to understand their responsibilities in achieving actions agreed
	5.7 Demonstrate a successful person-centred review

LD302 Document History

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

Unit Handbook

LDOP303 – Promote active support

Unit reference number: D/601/7353

Level: 3
Credit value: 5
Guided Learning (GL) hours: 36

Unit aim

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

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 develop and implement person-centred daily plans to promote participation

LO4 Be able to use person-centred records to evaluate an individual's participation in activities

Version 1.0

Unit content

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

This unit is linked to HSC 328, 329, 339, 344.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care

Assessment

This unit needs to be assessed in line with the Skills for Care Assessment Principles

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

Assessment guidance

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

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

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.

Levels of help refer 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.

Task analysis refers to breaking down tasks into small, manageable steps as in recipes or DIY guides. The size of each step or number of steps for a specific task should vary according to the individual's ability or need for support.

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.

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.

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

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.

Disengagement means doing no constructive or meaningful activity, and can include aimlessly wandering about, pacing, staring, sitting, lying down, purposelessly fiddling with items and so on, with no social contact.

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how active support translates values into person-centred practical action with an individual	1.1 Compare the characteristics associated with active support and the hotel model in relation to an individual's support
	1.2 Identify practical changes that could be made within a service setting to: • promote an individual's independence • support informed choices • improve quality of life

Learning Outcome	Assessment Criteria
LO2 Be able to interact positively with individuals to promote participation	2.1 Assess the levels of help an individual would need to participate in a range of new activities
	2.2 Use task analysis to break a range of new activities into manageable steps for an individual
	2.3 Evaluate different ways of positively reinforcing an individual's participation in a range of new activities
	2.4 Demonstrate positive interaction with an individual to promote successful participation in a range of new activities

Learning Outcome	Assessment Criteria
LO3 Be able to develop and implement person-centred daily plans to promote participation	3.1 Develop daily plans with the individual and others to ensure a valued range of activities for an individual is available throughout the day, avoiding lengthy periods of disengagement
	3.2 Support the implementation of daily plans that promote an individual's participation in a range of activities
	3.3 Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation

Learning Outcome	Assessment Criteria
LO4 Be able to use person-centred records to evaluate an individual's participation in activities	4.1 Develop a person-centred record to monitor an individual's participation in activities
	4.2 Review an individual's participation in activities to assess changes over time
	4.3 Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle
	4.4 Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life

LDOP303 Document History

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

CD3 Document History

Version	Issue Date	Changes	Role
v3.0	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator