



Handbook

CD4 – VTCT (Skillsfirst) Level 4 Diploma in Adult Care
(RQF)

603/2809/5

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

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 4 Diploma in Adult Care (RQF)
Qualification number	603/2809/5
Product code	CD4
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	70
Total Qualification Time (TQT)	700
Guided Learning (GL) hours	479
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> • 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	 <p>The logo is an oval-shaped emblem. On the left, there is a red circular seal with a white ribbon. To the right of the seal, the text 'Qualification approved by' is written in a small, blue, sans-serif font. Below this text, the 'skillsforcare' logo is displayed, which consists of a blue circular icon followed by the word 'skillsforcare' in a blue, lowercase, sans-serif font.</p>

2 Qualification information

2.1 Qualification aim and design

This qualification is suitable for learners who have, and wish to develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

It would also be suitable for learners who are already working within a variety of senior practice and lead practitioner roles in adult social care, such as a community care officer, physiotherapy assistant, reablement support worker, social care assistant or telecare assistant. 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 5 Diploma in Adult Care (RQF)
- Level 5 Diploma in Operational Management (RQF)

and other related higher-level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Diploma in Adult Care (RQF) learners must achieve all mandatory units. All **70** credits must be achieved, of which a minimum of **33** credits must be from optional units.

The minimum TQT required to achieve this qualification is **700**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 36 credits				
CA17	Lead communication in adult care settings	4	4	K/616/7868
CA18	Develop, maintain and use records and reports	4	3	M/616/7869
CA19	Personal development in adult care settings	4	4	H/616/7870
CA20	Lead inclusive practice in adult care settings	4	3	K/616/7871
CA21	Lead health and safety in adult care settings	4	3	M/616/7872
CA22	Facilitate person-centred assessment to support the well-being	4	2	T/616/7873
CA23	Facilitate support planning to ensure positive outcomes for individuals and to support well-being	4	3	A/616/7874
CA24	Professional practice in adult care settings	4	3	F/616/7875
CA25	Working in partnership with others	4	4	J/616/7876
CA26	Understand personalisation in care and support services	5	4	L/616/7877
CA27	Understand safeguarding and protection in adult care settings	3	2	R/616/7878
CA28	Safeguard children and young people who are present in the adult care sector	4	2	Y/616/7879

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): 33 credits				
ASM1	Recognise indications of substance misuse and refer individuals to specialists	3	4	M/601/0648
ASM4	Identify and act upon immediate risk of danger to substance misusers	3	4	D/501/0585
CH67	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	T/602/4521
DB01	Diabetes awareness	3	6	L/615/4479
DEM312	Understand and enable interaction and communication with individuals who have dementia	3	4	Y/601/4693
HSC3007	Support the development of community partnerships	4	5	M/601/9494
HSC3024	Support individuals to access and manage direct payments	4	6	H/601/7905
HSC3027	Support individuals to access housing and accommodation services	3	4	K/601/7906
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
HSC3055	Identify the physical health needs of individuals with mental health needs and plan appropriate actions	4	5	A/601/9174
HSC3065	Implement the positive behavioural support model	4	8	T/601/9738
HSC3070	Lead and manage practice in dementia care	5	6	D/504/2212
HSC3075P	Understand Parkinson's for health and social care staff	3	2	R/615/4483
HSC3077	Assess the needs of carers and families	3	4	T/504/2216
HSC4002	Provide information, advice and guidance	4	4	M/615/4488
HSC4003	Develop and implement reablement plans	4	4	T/615/4489
HSC4004	Mentoring in social care	4	2	K/615/4490
HSC4008	Promote assistive technology in social care	4	4	F/615/4494
LD310	Understand how to support individuals with autistic spectrum conditions	3	3	T/601/5317
LHS21	Understand partnership working	4	1	T/602/3188
LHS32	Promote access to healthcare for individuals with learning disabilities	5	6	J/601/5645
LHS38	Support individuals with multiple conditions and/or disabilities	5	5	T/601/5253

LHS39	Independent mental capacity advocacy	4	12	F/502/3295
LHS46	Safeguarding and protection of vulnerable adults	5	5	R/602/2856
ML26	Provide leadership and management	4	5	L/506/1953
ML28	Encourage learning and development	4	3	M/506/1962
ML37	Conduct quality audits	4	3	T/506/1994
ML50	Manage strategic change	5	7	H/506/2056
ML53	Manage product and/or service development	5	5	Y/506/2068
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
SSMU31	Understand sensory loss	3	3	M/601/3467
SSOP37	Support individuals to access education training or employment	4	4	H/601/3546

4 Centre requirements

4.1 Resources

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

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

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

4.3 Occupational competence

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

4.4 Occupational knowledge

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

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

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

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

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

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

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

4.6 Expert witnesses

4.6.1 Overview

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

4.6.2 Requirements for expert witnesses

An expert witness must:

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

4.7 Continuous professional development (CPD)

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

4.8 Total Qualification Time (TQT)

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

5 Assessment

5.1 Summary of assessment methods

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

5.2 Assessment principles

Learners must be registered with Skillsfirst before formal assessment commences.

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

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

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

Assessment of knowledge-based learning outcomes

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

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

5.3 Simulation and witness testimony

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

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

5.4 Recognition of prior learning (RPL)

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

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

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

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

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

6 Units

Unit Handbook

CA17 – Lead communication in adult care settings

Unit reference number: K/616/7868

Level: 4

Credit value: 4

Guided Learning (GL) hours: 27

Unit aim

This unit will give the learner the opportunity to develop advanced communication skills whilst working with individuals and others

Learning outcomes

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

LO1 Understand communication needs and factors affecting them

LO2 Understand how to support the use of assistive technology to enhance communication

LO3 Be able to interact with individuals

LO4 Be able to convey information to individuals and others

LO5 Understand the importance of confidentiality in interactions with individuals

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

An **individual** is someone who requires care or support

Others may include:

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

Formats may include:

- verbal
- written
- web based
- using specific aids
- braille
- large print

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand communication needs and factors affecting them	1.1 Analyse different models of communication: <ul style="list-style-type: none"> • Transactional Analysis • Lasswell's model
	1.2 Analyse why individuals communicate
	1.3 Analyse how models of communication can meet the individual's personal needs, wishes and preferences
	1.4 Explain how barriers to communication may be overcome: <ul style="list-style-type: none"> • physical • social • environment • emotional
	1.5 Analyse the effects on an individual of ineffective communication
	1.6 Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required

Learning Outcome	Assessment Criteria
LO2 Understand how to support the use of assistive technology to enhance communication	2.1 Analyse the role of assistive technology in supporting individuals to communicate
	2.2 Describe types of support that an individual may need in order to use assistive technology
	2.3 Describe the specialist services relating to assistive technology
	2.4 Explain how to ensure that communication equipment is: <ul style="list-style-type: none"> • fit for purpose • correctly set up and working • able to be used by the individual

Learning Outcome	Assessment Criteria
LO3 Be able to interact with individuals	3.1 Work in partnership with the individual and others to identify their preferred methods of communication
	3.2 Use agreed methods of communication to interact with the individual
	3.3 Interact with an individual using: <ul style="list-style-type: none"> • active listening • reflective listening
	3.4 Monitor the individual's responses during and after the interaction to check the effectiveness of communication

Learning Outcome	Assessment Criteria
LO4 Be able to convey information to individuals and others	4.1 Use formats that enable an individual and others to understand the information conveyed
	4.2 Assess an individual's understanding of information conveyed

Learning Outcome	Assessment Criteria
LO5 Understand the importance of confidentiality in interactions with individuals	5.1 Analyse legal and ethical tensions between maintaining confidentiality and sharing information
	5.2 Analyse the implications of assistive technology for maintaining confidentiality for the individual

CA17 Document History

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

Unit Handbook

CA18 – Develop, maintain and use records and reports

Unit reference number: M/616/7869

Level: 4

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit provides the opportunity for learners to develop knowledge, understanding and skills in developing, maintaining and using records and reports.

Learning outcomes

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

LO1 Understand the legal and organisational requirements for recording information and providing reports

LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working

LO3 Be able to use records and reports to inform judgements and decisions

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Others may include:

- team members
- other colleagues

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal and organisational requirements for recording information and providing reports	1.1 Explain own responsibilities and those of others when recording information and producing reports
	1.2 Explain the legal requirements and agreed ways of working for the security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1 Support individuals to participate in the preparation of reports
	2.2 Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3 Maintain accurate, complete, retrievable and up to date records
	2.4 Ensure that records and reports comply with legal and organisational requirements
	2.5 Explain how to balance the tension between confidentiality and openness in records and reports
	2.6 Use information communication technology (ICT) systems for the collection and storage of information
	2.7 Use ICT that supports information exchange within and across disciplines and organisations

Learning Outcome	Assessment Criteria
LO3 Be able to use records and reports to inform judgements and decisions	3.1 Clarify the accuracy of records and reports with individuals and others
	3.2 Respond to feedback from those who receive records and reports
	3.3 Use facts and evidence-based opinions within records and reports
	3.4 Evaluate how own records and reports provide evidence for the basis of judgements and decisions

CA18 Document History

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

Unit Handbook

CA19 – Personal development in adult care settings

Unit reference number: H/616/7870

Level: 4

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

This unit will give the learner the opportunity to consider personal development, reflective practice and evidence based research

Learning outcomes

There are six 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 use reflective practice to contribute to personal development

LO5 Be able to agree a personal development plan

LO6 Be able to use evidence based practice

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Standards may include:

- codes of practice and/or regulations
- minimum standards
- national occupational standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Data may include:

- supervision
- feedback from internal and external sources
- appraisal
- regulatory feedback

Information may include:

- journals
- internet/websites
- publications
- legislation
- professional bodies

Others may include:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand what is required to be competent in own work role	1.1 Explain the duties and responsibilities of own work role
	1.2 Explain expectations about own work role as expressed in relevant standards
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
	1.4 Explain why competence includes using own behaviour to model person-centred values and practice

Learning Outcome	Assessment Criteria
LO2 Be able to reflect on practice	2.1 Explain the cyclical process of reflection
	2.2 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.3 Reflect on day to day work practice

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

Learning Outcome	Assessment Criteria
LO4 Be able to use reflective practice to contribute to personal development	4.1 Evaluate how learning activities have affected practice
	4.2 Demonstrate how reflective practice has contributed to improved ways of working
	4.3 Record progress in relation to personal development

Learning Outcome	Assessment Criteria
LO5 Be able to agree a personal development plan	5.1 Use data and information to plan and review own development
	5.2 Take steps to develop own leadership and mentoring skills
	5.3 Work with others to agree own personal development plan

Learning Outcome	Assessment Criteria
LO6 Be able to use evidence based practice	6.1 Analyse how evidence based practice can be used to inform your practice
	6.2 Apply evidence based practice in your practice
	6.3 Evaluate use of evidence based practice in own setting

CA19 Document History

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

Unit Handbook

CA20 – Lead inclusive practice in adult care settings

Unit reference number: K/616/7871

Level: 4

Credit value: 4

Guided Learning (GL) hours: 21

Unit aim

This unit will give the learner the opportunity to consider the topics of equality and diversity and how to promote inclusion in the work setting

Learning outcomes

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

LO1 Understand equality, diversity and inclusion

LO2 Understand how inclusive practice supports equality and diversity

LO3 Understand how to promote equality, diversity and inclusion

LO4 Be able to work in a way that supports equality and diversity

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Legislation may include:

- Equality Act
- Mental Capacity Act
- Human Rights Act
- Care Act

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

Values may include:

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

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 equality, diversity and inclusion	1.1 Summarise current legislation relating to equality
	1.2 Evaluate how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role
	1.3 Explain the impact on own practice of: <ul style="list-style-type: none"> • equality • diversity • inclusion
	1.4 Analyse how barriers to equality impact on individuals
	1.5 Summarise the attitudes that may lead to discriminatory behaviour

Learning Outcome	Assessment Criteria
LO2 Understand how inclusive practice supports equality and diversity	2.1 Explain how inclusive practice promotes equality and supports diversity
	2.2 Analyse how inclusive practice respects the individual's beliefs, culture, values , preferences and life experience
	2.3 Evaluate principles of inclusive practice

Learning Outcome	Assessment Criteria
LO3 Understand how to promote equality, diversity and inclusion	3.1 Explain how to challenge discrimination to promote change
	3.2 Explain how to support others to promote equality, diversity and inclusion
	3.3 Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion

Learning Outcome	Assessment Criteria
LO4 Be able to work in a way that supports equality and diversity	4.1 Use person-centred approaches to support equality and diversity
	4.2 Work with others to promote equality and diversity
	4.3 Challenge discrimination to promote change
	4.4 Access resources to support equality and diversity practice
	4.5 Disseminate information to others relating to equality and diversity
	4.6 Reflect on own practice in relation to equality and diversity
	4.7 Model behaviour that promotes equality, diversity and inclusion

CA20 Document History

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

Unit Handbook

CA21 – Lead health and safety in adult care settings

Unit reference number: M/616/7872

Level: 4

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

This unit provides those whose work involves working in a wide range of settings. It provides the learner with the knowledge and skills required to implement health and safety in their work setting.

Learning outcomes

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

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

LO2 Understand how to carry out own responsibilities for health and safety

LO3 Be able to work safely in health and social care settings

LO4 Be able to manage risk

LO5 Be able to support others to work safely in relation to health and safety

Unit content

Assessment

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

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

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

Others may include:

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

Tasks for which special training is required may include:

- use of equipment
- first aid
- medication
- health care procedures

food handling and preparation

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Summarise current legislation relating to health and safety in own work setting
	1.2 Explain health and safety policies and procedures as agreed with the employer in relation to own role
	1.3 Explain the health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting
	1.4 Analyse tasks that should not be carried out in own work setting without specialist training

Learning Outcome	Assessment Criteria
LO2 Understand how to carry out own responsibilities for health and safety	2.1 Analyse the limits of own role in relation to moving and positioning
	2.2 Summarise own responsibilities with regard to legislation and policy for: <ul style="list-style-type: none"> • emergency first aid • food safety • fire safety • risk to own safety • risk to safety of others • prompting of administration of medication • infection prevention and control • hazardous substances • security
	2.3 Explain procedures to be followed if an accident or sudden illness should occur
	2.4 Explain how to record and report health and safety incidents

Learning Outcome	Assessment Criteria
LO3 Be able to work safely in health and social care settings	3.1 Apply current legislation relating to health and safety in own work setting
	3.2 Comply with current guidelines for: <ul style="list-style-type: none"> • hand hygiene • moving and handling equipment or other objects safely • checking the identity of anyone requesting access to the work setting • maintaining evacuation routes • food safety
	3.3 Support others to work safely
	3.4 Complete health and safety records according to legal and work setting requirements

Learning Outcome	Assessment Criteria
LO4 Be able to manage risk	4.1 Contribute to development of policies, procedures and practices which identify, assess and manage risk
	4.2 Work with others to assess potential risks
	4.3 Assess how risk-taking impacts on: <ul style="list-style-type: none"> • individuals • the organisation
	4.4 Work with others to manage risks
	4.5 Evaluate own practice in leading a balanced approach to risk management

Learning Outcome	Assessment Criteria
LO5 Be able to support others to work safely in relation to health and safety	5.1 Support others to work safely

CA21 Document History

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

Unit Handbook

CA22 – Facilitate person-centred assessment to support the well-being

Unit reference number: T/616/7873

Level: 4

Credit value: 2

Guided Learning (GL) hours: 14

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required in the person centred assessment process to support the well-being of individuals. This unit also covers a range of the key areas of practice that support the implementation of personalisation

Learning outcomes

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

LO1 Understand theories and principles of assessment

LO2 Be able to work in partnership with an individual and others to facilitate person-centred assessment

LO3 Be able to carry out person-centred assessment that promotes well-being

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

Assessment tools may include

- FACE
- mental health
- learning disability specific
- specialist tools for moving and handling, continence, occupation and activities

Legislation may include:

- Equality Act
- Mental Capacity Act
- Human Rights Act
- Care Act

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

Well-being may include aspects that are:

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theories and principles of assessment	1.1 Critically review theoretical models of assessment
	1.2 Review the effectiveness of assessment tools available to support your role
	1.3 Analyse the effect of legislation and policy on assessment processes
	1.4 Explain how assessment practice can impact on individuals' lives

Learning Outcome	Assessment Criteria
LO2 Be able to work in partnership with an individual and others to facilitate person-centred assessment	2.1 Agree with an individual and others the purpose of the assessment
	2.2 Agree the intended outcomes of the assessment with an individual and others
	2.3 Agree with an individual and others how the assessment should be carried out and who else should be involved
	2.4 Ensure that an individual is supported to carry out self-assessment process

Learning Outcome	Assessment Criteria
LO3 Be able to carry out person-centred assessment that promotes well-being	3.1 Analyse the interrelationship between factors that support an individual's well-being
	3.2 Take account of the strengths and aspirations of an individual in the assessment
	3.3 Work with an individual and others to assess requirements to support well-being
	3.4 Record the assessment in an agreed format according to organisational policies and procedures

CA22 Document History

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

Unit Handbook

CA23 – Facilitate support planning to ensure positive outcomes for individuals and to support well-being

Unit reference number: A/616/7874

Level: 4

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

This unit will provide the learners with the knowledge, skills and understanding required to facilitate support planning to promote positive outcomes for individuals and to support well-being. This unit also covers a range of the key areas of practice that support the implementation of support plans and the person centred review of those plans in partnership with the individual and others

Learning outcomes

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

LO1 Understand the theories and principles that underpin outcome-based practice

LO2 Be able to develop a support plan to meet the identified needs of an individual

LO3 Understand the value of assistive living technology in developing a support plan

LO4 Be able to facilitate the implementation of support plans in partnership with the individual and others

LO5 Be able to facilitate a person-centred review of support plans in partnership with the individual and others

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

Assessment involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention

Assistive living technology may include

Electronic:

- sensor mats or pads
- pendants/telecare
- echo box/reminding tool
- key pad entries
- keys with lights
- apps for budgeting/direction finding/instructions
- talking books

Physical:

- kettle tippers
- jar openers
- special cutlery/utensils
- key safe box
- sticks to pull socks up

Standards may include:

- Codes of Practice
- regulations
- minimum standards
- National Occupational Standards

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the theories and principles that underpin outcome-based practice	1.1 Critically review approaches to outcome-based practice
	1.2 Analyse the effect of legislation and policy on outcome-based practice
	1.3 Explain the impact of the Mental Capacity Act on support planning processes
	1.4 Explain how outcome-based practice can impact on an individual's life

Learning Outcome	Assessment Criteria
LO2 Be able to develop a support plan to meet the identified needs of an individual	2.1 Support the individual to make choices over decisions to meet their identified needs, preferences and wishes
	2.2 Assist the individual to make informed choices about their support plan
	2.3 Evaluate risks associated with a support plan
	2.4 Assist the individual to understand the risks associated with the choices they make in their support plan
	2.5 Work in partnership with the individual and others to identify options, resources and preferences in relation to an assessment
	2.6 Record a plan according to organisational systems and processes to support information sharing

Learning Outcome	Assessment Criteria
LO3 Understand the value of assistive living technology in developing a support plan	3.1 Analyse everyday situations where assistive living technology solutions can be supportive to an individual and others
	3.2 Analyse the potential value of assistive living technology for an individual in terms of its: <ul style="list-style-type: none"> • benefits • risks • challenges

Learning Outcome	Assessment Criteria
LO4 Be able to facilitate the implementation of support plans in partnership with the individual and others	4.1 Agree how a support plan will be carried out with an individual and others
	4.2 Agree the roles and responsibilities of those involved to implement the support plan
	4.3 Ensure implementation of a support plan

Learning Outcome	Assessment Criteria
LO5 Be able to facilitate a person-centred review of support plans in partnership with the individual and others	5.1 Agree the monitoring process for a support plan taking into account: <ul style="list-style-type: none"> • time • people • budget • compliance with regulators' standards
	5.2 Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways of working
	5.3 Review a support plan to include: <ul style="list-style-type: none"> • feedback from an individual and others • assessed risks
	5.4 Record review process and outcomes according to organisational systems and procedures to support information sharing

CA23 Document History

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

Unit Handbook

CA24 – Professional practice in adult care settings

Unit reference number: F/616/7875

Level: 4

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit provides those whose work involves working in health or social care settings or with children or young people in a wide range of settings. This unit provides the opportunity for learners to analyse their professional practice in these settings.

Learning outcomes

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

LO1 Understand theories, values, principles and statutory frameworks that underpin practice within care

LO2 Understand how duty of care contributes to safe practice

LO3 Understand how to address conflicts or dilemmas that may arise between an individual's rights to choice and control and the duty of care

LO4 Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Theories may include:

- human development and growth
- identity and self esteem
- ageing
- loss and change
- psychological and sociological perspectives of social issues
- discrimination

Values may include:

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

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand theories, values, principles and statutory frameworks that underpin practice within care	1.1 Analyse theories that underpin own practice
	1.2 Analyse how statutory frameworks underpin service provision
	1.3 Analyse how values and principles underpin service provision

Learning Outcome	Assessment Criteria
LO2 Understand how duty of care contributes to safe practice	2.1 Explain what it means to have a 'duty of care' in own work role
	2.2 Analyse how duty of care contributes to: <ul style="list-style-type: none"> • safeguarding or protection of individuals • supporting individuals' rights and choices

Learning Outcome	Assessment Criteria
LO3 Understand how to address conflicts or dilemmas that may arise between an individual's rights to choice and control and the duty of care	3.1 Explain why conflicts may arise between the duty of care and an individual's rights
	3.2 Explain how to manage risks associated with conflicts between an individual's rights and the duty of care
	3.3 Summarise where to get support and advice about managing conflicts

Learning Outcome	Assessment Criteria
LO4 Be able to apply values, principles and statutory frameworks that underpin service provision in own area of work	4.1 Comply with statutory frameworks that underpin service provision
	4.2 Apply values and principles that underpin service provision
	4.3 Contribute to quality assurance processes to promote positive experiences for individuals using care services

CA24 Document History

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

Unit Handbook

CA25 – Working in partnership with others

Unit reference number: J/616/7876

Level: 4

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

This unit provides the opportunity for learners to develop the knowledge, understanding and skills required to implement and promote effective partnership working

Learning outcomes

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

LO1 Understand partnership working

LO2 Be able to establish and maintain working relationships with colleagues

LO3 Be able to establish and maintain working relationships with other professionals

LO4 Be able to work in partnership with others

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Other professionals may include:

- workers from other agencies or organisations
- advocates
- independent visitors

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 partnership working	1.1 Summarise the features of effective partnership working
	1.2 explain the importance of partnership working with: <ul style="list-style-type: none"> • colleagues • other professionals • others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working

Learning Outcome	Assessment Criteria
LO2 Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues
	2.2 Develop and agree common objectives when working with colleagues
	2.3 Evaluate own working relationship with colleagues
	2.4 Deal constructively with any conflict that may arise with colleagues

Learning Outcome	Assessment Criteria
LO3 Be able to establish and maintain working relationships with other professionals	3.1 Explain own role and responsibilities in working with other professionals
	3.2 Develop procedures for effective working relationships with other professionals
	3.3 Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
	3.4 Evaluate procedures for working with other professionals
	3.5 Deal constructively with any conflict that may arise with other professionals

Learning Outcome	Assessment Criteria
LO4 Be able to work in partnership with others	4.1 Analyse the importance of working in partnership with others
	4.2 Develop procedures for effective working relationships with others
	4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities
	4.4 Evaluate procedures for working with others
	4.5 Deal constructively with any conflict that may arise with others

CA25 Document History

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

Unit Handbook

CA26 – Understand personalisation in care and support services

Unit reference number: L/616/7877

Level: 5

Credit value: 4

Guided Learning (GL) hours: 33

Unit aim

This unit provides those whose work involves commissioning, providing or contributing to services for care and support with the opportunity to develop their understanding of the theory, practice and legislation that underpins the personalisation agenda for care and support services.

Learning outcomes

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

LO1 Understand the meaning of personalisation in social care and support services

LO2 Understand the systems and processes that support personalisation

LO3 Understand where responsibilities lie within self-directed support

LO4 Understand how to promote personalisation

LO5 Understand how to develop systems and structures for personalisation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

Assessment

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the meaning of personalisation in social care and support services	1.1 Analyse the 'professional gift', 'empowerment' and 'rights' models of service provision
	1.2 Define the terms: <ul style="list-style-type: none"> personalised service self-commissioned service self-directed support micro-employer
	1.3 Analyse the features of personalisation within social care and support services
	1.4 Summarise legislative and policy drivers for personalised services
	1.5 Summarise legislative and policy drivers for personalised services

Learning Outcome	Assessment Criteria
LO2 Understand the systems and processes that support personalisation	2.1 Analyse the impact that personalisation has on the commissioning, funding and delivery of services
	2.2 Analyse the roles of direct payments and individual budgets in supporting personalisation
	2.3 Explain the role of brokerage in commissioning and delivering personalised services
	2.4 Summarise types of support that individuals or their families might need in order to access personalised services

Learning Outcome	Assessment Criteria
LO3 Understand where responsibilities lie within self-directed support	3.1 Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
	3.2 Analyse what responsibilities are held for the delivery and quality of self-directed support by: <ul style="list-style-type: none"> direct payments recipients commissioners social care workers / care managers

Learning Outcome	Assessment Criteria
LO4 Understand how to promote personalisation	4.1 Analyse the attitudes, approaches and skills needed in their own role to implement personalisation
	4.2 Evaluate the impact of personalisation on their own role
	4.3 Propose ways to enhance own contribution to promoting personalisation

Learning Outcome	Assessment Criteria
LO5 Understand how to develop systems and structures for personalisation	5.1 Evaluate how far systems and structures in their own organisation have adapted to personalisation
	5.2 Explain ways to improve systems and structures to enhance personalisation

CA26 Document History

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

Unit Handbook

CA27 – Understand safeguarding and protection in adult care settings

Unit reference number: R/616/7878

Level: 3

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit will give those who work in health and social care settings an understanding of abuse types and common symptoms. It also covers understanding of the policies and procedures in place around safeguarding and the role of the worker in putting these into practice

Learning outcomes

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

LO1 Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect

LO2 Understand how to respond to suspected or alleged abuse

LO3 Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults

LO4 Understand how to support others in safeguarding

Version 1.0

Unit content

Assessment

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Abuse includes:

- physical abuse
- domestic violence
- sexual abuse
- psychological abuse
- financial/material abuse
- modern slavery
- discriminatory abuse
- organisational abuse
- neglect/acts of omission
- self-neglect

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

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 impact of current legislation for the safeguarding of adults at risk of abuse and neglect	1.1 Explain the current legislative framework that underpins safeguarding of vulnerable adults
	1.2 Analyse how current national guidelines and local policies and procedures for safeguarding affect your day to day work
	1.3 Explain own responsibilities relating to the current legislative framework with regard to safeguarding

Learning Outcome	Assessment Criteria
LO2 Understand how to respond to suspected or alleged abuse	2.1 Describe signs and symptoms associated with abuse
	2.2 Explain actions to take if there are suspicions that an individual is being abused
	2.3 Explain actions to take if an individual alleges that they are being abused
	2.4 Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including 'whistleblowing')

Learning Outcome	Assessment Criteria
LO3 Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Explain agreed protocols for working in partnership with other organisations
	3.2 Explain own role in partnership working

Learning Outcome	Assessment Criteria
LO4 Understand how to support others in safeguarding	4.1 Explain how to support others to raise concerns
	4.2 Explain how to support others during the safeguarding process

CA27 Document History

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

Unit Handbook

CA28 – Safeguard children and young people who are present in the adult care sector

Unit reference number: Y/616/7879

Level: 4

Credit value: 2

Guided Learning (GL) hours: 14

Unit aim

This unit provides the opportunity for learners to develop the knowledge and skills required to safeguard children and young people. It is for those learners who do not work directly with children, but need to know how to recognise and respond to harm, abuse and neglect should they or others encounter these in the course of their work with adults.

Learning outcomes

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

LO1 Understand the responsibility to safeguard children and young people who are present in an adult care work setting

LO2 Be able to develop the understanding of others about safeguarding children and young people

LO3 Understand how to address conflicts and dilemmas associated with safeguarding children and young people

Unit content

Assessment

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

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

Others may include:

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

Indicators may include the signs, symptoms and behaviours associated with harm, abuse or neglect

Safeguarding concerns will include:

- those identified by self
- those identified by others
- those that are immediate or ongoing concerns

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the responsibility to safeguard children and young people who are present in an adult care work setting	1.1 Explain own responsibility to safeguard children and young people who are present in an adult care work setting
	1.2 Explain the responsibility of others to safeguard children and young people who are present in an adult care work setting

Learning Outcome	Assessment Criteria
LO2 Be able to develop the understanding of others about safeguarding children and young people	2.1 Access information, advice and support to inform knowledge and practice about safeguarding children and young people
	2.2 Provide information to others on: <ul style="list-style-type: none"> • indicators of harm, abuse or neglect • actions that need to be taken where there are safeguarding concerns

Learning Outcome	Assessment Criteria
LO3 Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1 Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult care work setting
	3.2 Summarise actions to take when conflicts and dilemmas about safeguarding arise

CA28 Document History

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

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

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

ASM4 – Identify and act upon immediate risk of danger to substance misusers

Unit reference number: D/501/0585

Level: 3

Credit value: 4

Guided Learning (GL) hours: 24

Unit aim

This unit is about identifying the immediate risk of danger to individuals who have used drugs, alcohol or other substances, acting upon the immediate risk of danger and supporting the individual once the risk of danger has passed.

Learning outcomes

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

LO1 Identify immediate risk of danger to substance misusers

LO2 Act upon immediate risk of danger to substance misusers

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 directly related to the Skills for Health/DANOS national occupational standard: AB5 Identify and act upon immediate risk of danger to substance users.

This also appears in Health and Social Care Standards as HSC342

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 Identify immediate risk of danger to substance misusers	1.1 Describe the range of different substances subject to misuse and their effects (e.g. illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents)
	1.2 Describe any signs of immediate risk of danger which may include risk of <ul style="list-style-type: none"> • overdose • individuals causing injury or harm to themselves or others (e.g. family members)
	1.3 Explain the relevant policies and procedures for dealing with risk of danger to individuals and others

Learning Outcome	Assessment Criteria
LO2 Act upon immediate risk of danger to substance misusers	2.1 Describe how to make the individual aware that they are available and willing to help
	2.2 Obtain information on the substance used from the individual or any person near the individual
	2.3 Obtain personal details from the individual or any person near the individual
	2.4 Encourage the individual to describe any pain or discomfort they may be experiencing
	2.5 Take actions which are appropriate to the substance used and the effect it has had on the individual e.g. <ul style="list-style-type: none"> • calming the individual, if the individual is in an agitated state, if safe to do so • reviving the individual, if the individual seems to be in a withdrawn state
	2.6 Show how to interact with the individual in a manner which recognises their needs and rights
	2.7 Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their safety
	2.8 Demonstrate when and how to request any first aid treatment/support
	2.9 Support and encourage the individual to recognise the consequences of the episode and to seek further support and assistance (e.g. to access relevant agencies and services)
	2.10 Record all information and report to appropriate person in the required format

ASM4 Document History

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

Unit Handbook

CH67 – Manage the availability of physical resources to meet service delivery needs in a health setting

Unit reference number: T/602/4521

Level: 3

Credit value: 5

Guided Learning (GL) hours: 33

Unit aim

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet service delivery needs in a health setting

Learning outcomes

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

LO1 Understand how to manage the availability and use of physical resources in a health setting

LO2 Know factors which may have an effect on use of resources in a health setting

LO3 Be able to manage the availability and use of physical resources to meet service delivery needs

Unit content

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN 64

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage the availability and use of physical resources in a health setting	1.1 Describe legal and organisational requirements for selecting suppliers
	1.2 Explain the need for confidentiality in the use of physical resources
	1.3 Identify links between work activities and the supplies needed
	1.4 Describe methods of monitoring supplies to ensure quality and quantity
	1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources
	1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies
	1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met

Learning Outcome	Assessment Criteria
LO2 Know factors which may have an effect on use of resources in a health setting	2.1 Describe the potential impact of resource usage on the environment
	2.2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment
	2.3 Describe organisational requirements for controlling resource usage

Learning Outcome	Assessment Criteria
LO3 Be able to manage the availability and use of physical resources to meet service delivery needs	3.1 Identify specific physical resources to meet service delivery needs
	3.2 Select a supplier/s in line with local policy and protocol
	3.3 Negotiate with a supplier/s in a way that maintains good relations with them
	3.4 Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full
	3.5 Monitor the use of resources at appropriate intervals in line with local policy and protocol

CH67 Document History

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

Unit Handbook

DB01 – Diabetes awareness

Unit reference number: L/615/4479

Level: 3

Credit value: 6

Guided Learning (GL) hours: 46

Unit aim

This unit provides the opportunity for learners to develop an understanding of what diabetes is, the different types of diabetes and how a person centred approach may support an individual to manage diabetes

Learning outcomes

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

LO1 Understand diabetes and the associated implications

LO2 Know the most common types of diabetes and their causes

LO3 Understand how to implement a person-centred approach when supporting individuals with diabetes

LO4 Understand the nutritional needs of individuals with diabetes

LO5 Understand factors relating to an individual's experience of diabetes

LO6 Understand the importance of monitoring diabetes

LO7 Understand the links between diabetes and other conditions

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand diabetes and the associated implications	1.1 Define diabetes
	1.2 Identify prevalence rates for different types of diabetes
	1.3 Describe possible key long-term complications to health as a result of having diabetes
	1.4 Explain what is meant by the term hyperglycaemia
	1.5 Explain the procedure of referring an individual with diabetes to others

Learning Outcome	Assessment Criteria
LO2 Know the most common types of diabetes and their causes	2.1 Describe key features of type 1 diabetes
	2.2 Describe key features of type 2 diabetes
	2.3 List the most common possible causes of diabetes: <ul style="list-style-type: none"> • type 1 • type 2
	2.4 Describe the likely signs and symptoms of diabetes
	2.5 Outline contributing risk factors that may lead to the development of type 2 diabetes

Learning Outcome	Assessment Criteria
LO3 Understand how to implement a person-centred approach when supporting individuals with diabetes	3.1 Define person-centred support
	3.2 Explain the importance of using individualised care plans to support individuals with diabetes
	3.3 Explain the care pathway for the individual with newly diagnosed type 2 diabetes
	3.4 Explain what self-care skills are
	3.5 Explain how to work with an individual, and / or their carer, to optimise self-care skills
	3.6 Explain the importance of supporting individuals to make informed decisions

Learning Outcome	Assessment Criteria
LO4 Understand the nutritional needs of individuals with diabetes	4.1 Explain the principles of a balanced diet
	4.2 Analyse how different carbohydrates affect blood glucose level
	4.3 Explain the role of the nutritional plan and how to report any related problems

Learning Outcome	Assessment Criteria
LO5 Understand factors relating to an individual's experience of diabetes	5.1 Describe how different individuals may experience living with diabetes
	5.2 Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes
	5.3 Explain how an individual can manage their diabetes through different aspects of their lifestyle

Learning Outcome	Assessment Criteria
LO6 Understand the importance of monitoring diabetes	6.1 Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
	6.2 Identify the normal parameters for blood pressure
	6.3 Explain the purpose of accurate blood glucose monitoring for individuals with diabetes
	6.4 State the normal blood glucose range
	6.5 Explain the purpose of accurate urine monitoring for individuals with diabetes
	6.6 Describe the annual review checks needed to screen for long term complications

Learning Outcome	Assessment Criteria
LO7 Understand the links between diabetes and other conditions	<p>7.1 Explain the links between diabetes and:</p> <ul style="list-style-type: none"> • dementia • depression • pregnancy

DB01 Document History

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

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

HSC3007 – Support the development of community partnerships

Unit reference number: M/601/9494

Level: 4

Credit value: 5

Guided Learning (GL) hours: 33

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Learning outcomes

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

LO1 Understand the role of community partnerships

LO2 Be able to identify where community partnerships could inform and support practice

LO3 Be able to bring people together to set up community partnerships

LO4 Be able to support the setting up of community partnerships

LO5 Be able to contribute to the running of community partnerships

LO6 Be able to contribute to the review of community partnerships

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of community partnerships	1.1 Explain the concept of community partnerships
	1.2 Analyse the benefits of community partnerships
	1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships

Learning Outcome	Assessment Criteria
LO2 Be able to identify where community partnerships could inform and support practice	2.1 Work with others to identify needs that could be met through community partnerships
	2.2 Gather and disseminate information about existing community partnerships that may meet identified needs
	2.3 Contribute to evaluating information about existing community partnerships and identifying gaps
	2.4 Work with others to determine how a community partnership could fill a gap in provision

Learning Outcome	Assessment Criteria
LO3 Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
	3.2 Disseminate information about the proposed partnership to those identified 3 invite participation in the proposed partnership

Learning Outcome	Assessment Criteria
LO4 Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes
	4.2 Gather information on potential costs and sources of funding for the partnership
	4.3 Provide information gathered to potential members of the partnership
	4.4 Work with others to agree: <ul style="list-style-type: none"> • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership
	5.2 Support the community partnership to operate effectively
	5.3 Describe ways to support the partnership when a member disengages

Learning Outcome	Assessment Criteria
LO6 Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to monitor its activities
	6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
	6.3 Contribute to evaluating the partnership
	6.4 Contribute to agreeing changes to the partnership's practice

HSC3007 Document History

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

Unit Handbook

HSC3024 – Support individuals to access and manage direct payments

Unit reference number: H/601/7905

Level: 4

Credit value: 6

Guided Learning (GL) hours: 40

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 manage direct payments.

Learning outcomes

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

LO1 Understand the role of direct payments

LO2 Be able to support individuals to decide whether to use direct payments

LO3 Be able to provide support to select services to be purchased with direct payments

LO4 Be able to provide support for completing paperwork associated with direct payments

LO5 Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments

LO6 Be able to contribute to reviewing the support provided through direct payments

LO7 Be able to contribute to reviewing the management of direct payments

Unit content

Evidence requirements

Learners must provide a portfolio of evidence. Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of direct payments	1.1 Explain the purpose of direct payments
	1.2 Explain how direct payments relate to legislation and policies for providing care and support
	1.3 Identify the range of services for which direct payments may be used

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals to decide whether to use direct payments	2.1 Identify sources of information and advice about using direct payments
	2.2 Provide information and advice about direct payments in a way that is accessible to an individual and others
	2.3 Access specialist guidance about using direct payments
	2.4 Work with the individual and others to decide: <ul style="list-style-type: none"> • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment

Learning Outcome	Assessment Criteria
LO3 Be able to provide support to select services to be purchased with direct payments	3.1 Provide accessible information about services that are likely to meet the individual's needs
	3.2 Work with the individual and others to select support that meets their needs within resources available
	3.3 Support the individual to check and understand documents produced by service providers selected

Learning Outcome	Assessment Criteria
LO4 Be able to provide support for completing paperwork associated with direct payments	4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation
	4.2 Support the individual to make payments for services purchased, in a way that promotes active participation
	4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation

Learning Outcome	Assessment Criteria
LO5 Be able to understand how to address difficulties, dilemmas and conflicts relating to direct payments	5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
	5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments
	5.3 Describe strategies to resolve or minimise such difficulties, dilemmas and conflicts

Learning Outcome	Assessment Criteria
LO6 Be able to contribute to reviewing the support provided through direct payments	6.1 Agree with the individual how the support they purchase will be evaluated
	6.2 Work with the individual and others to evaluate the support they have purchased
	6.3 Agree any changes needed to the support purchased
	6.4 Provide feedback to organisations about the support purchased

Learning Outcome	Assessment Criteria
LO7 Be able to contribute to reviewing the management of direct payments	7.1 Work with the individual and others to review the management of the direct payment
	7.2 Agree any changes to the type and level of support needed for managing a direct payment
	7.3 Provide feedback to people and organisations about the management of the individual's direct payment

HSC3024 Document History

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

Unit Handbook

HSC3027 – Support individuals to access housing and accommodation services

Unit reference number: K/601/7906

Level: 3

Credit value: 4

Guided Learning (GL) hours: 24

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 access housing and accommodation services.

Learning outcomes

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

LO1 Understand support available to access housing and accommodation services

LO2 Be able to work with individuals to identify housing and accommodation services that meet their needs

LO3 Be able to work with individuals to plan to access housing and accommodation services

LO4 Be able to work with individuals to access housing and accommodation services

LO5 Be able to work with housing and accommodation services to meet the needs of individuals

LO6 Be able to contribute to the review of housing and accommodation services for individuals

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 HSC 349

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for housing and accommodation services
	1.2 Analyse the range of housing and accommodation services available
	1.3 Explain how and where to access specialist information and advice about housing and accommodation services

Learning Outcome	Assessment Criteria
LO2 Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an individual to identify their accommodation requirements
	2.2 Work with the individual to understand the range of accommodation services that could meet their needs
	2.3 Support the individual to understand requirements that may be made by housing and accommodation services

Learning Outcome	Assessment Criteria
LO3 Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services
	3.2 Establish with an individual which housing and accommodation services will be approached

Learning Outcome	Assessment Criteria
LO4 Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services
	4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences
	4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service
	4.4 Describe ways to challenge discrimination in accessing housing and accommodation services

Learning Outcome	Assessment Criteria
LO4 Be able to work with housing and accommodation services to meet the needs of individuals	5.1 Provide housing and accommodation services with information about own role and responsibilities
	5.2 Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the review of housing and accommodation services for individuals	6.1 Work with the individual and others to monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
	6.2 Identify any additional support needed
	6.3 Consult with others about any problems and proposed solutions
	6.4 Record and report on the review in line with agreed ways of working

HSC3027 Document History

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

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: <ul style="list-style-type: none"> • 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

HSC3055 – Identify the physical health needs of individuals with mental health needs and plan appropriate actions

Unit reference number: A/601/9174

Level: 4

Credit value: 5

Guided Learning (GL) hours: 35

Unit aim

This unit applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining courses of action to promote their physical health.

Learning outcomes

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

LO1 Understand how to assess the physical health needs of individuals with mental health needs

LO2 Be able to carry out assessments of the physical health needs of individuals with mental health needs

LO3 Be able to record the outcome of assessments

LO4 Be able to plan actions needed following physical health assessments

LO5 Be able to identify resources and services needed by individuals following physical health assessments

LO6 Be able to make referrals

Version 1.0

Unit content

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

This unit is linked to HSC 364 (MH18).

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to assess the physical health needs of individuals with mental health needs	1.1 Analyse how physical and mental health needs may be linked and may impact on one another
	1.2 Describe needs-led assessment and person-centred planning
	1.3 Describe legislation, policies and procedures that apply to the assessment process

Learning Outcome	Assessment Criteria
LO2 Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1 Obtain valid consent
	2.2 Carry out an assessment of an individuals' physical health needs in line with agreed ways of working
	2.3 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	2.4 Explain why it is important to consider all information gathered during the assessment process as a whole
	2.5 Identify where the outcomes of the assessment require further advice, investigation or referral

Learning Outcome	Assessment Criteria
LO3 Be able to record the outcome of assessments	3.1 Record assessments in line with agreed ways of working
	3.2 Explain why agreement on sharing of information with others may conflict with the wishes of the individual
	3.3 Discuss the content of the assessment records with the individual

Learning Outcome	Assessment Criteria
LO4 Be able to plan actions needed following physical health assessments	4.1 Describe the actions that could be taken to meet the individual's needs identified by the assessment
	4.2 Identify the risks attached to various courses of action
	4.3 Plan actions to be taken in line with agreed ways of working

Learning Outcome	Assessment Criteria
LO5 Be able to identify resources and services needed by individuals following physical health assessments	5.1 Identify the resources and/or services required by the individual as a result of the assessment
	5.2 Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources

Learning Outcome	Assessment Criteria
LO6 Be able to make referrals	6.1 Obtain and record valid consent where referral is required
	6.2 Make referrals in line with agreed ways of working
	6.3 Describe why a referral may be refused

HSC3055 Document History

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

Unit Handbook

HSC3065 – Implement the positive behavioural support model

Unit reference number: T/601/9738

Level: 4

Credit value: 8

Guided Learning (GL) hours: 61

Unit aim

This unit is aimed at those working with individuals who have complex needs continuing health care severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the positive behavioural support model.

Learning outcomes

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

LO1 Understand the context of the positive behavioural support model

LO2 Understand the term 'challenging behaviour'

LO3 Understand the context in which challenging behaviour occurs

LO4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour

LO5 Understand the key characteristics of positive behavioural support

LO6 Be able to implement primary prevention strategies

LO7 Be able to use a person centred approach to develop plans that promote participation

LO8 Be able to implement secondary prevention strategies

LO9 Be able to implement non aversive reactive strategies

LO10 Be able to understand and implement positive behavioural support plans

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 HSC 326, 337 and 398

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 the context of the positive behavioural support model	1.1 Explain how positive behavioural support has been influenced by: <ul style="list-style-type: none"> Applied Behaviour Analysis (ABA) Social Role Valorisation (SRV)
	1.2 Summarise current legislation and policy guidance relating to Positive Behavioural Support

Learning Outcome	Assessment Criteria
LO2 Understand the term 'challenging behaviour'	2.1 Define the term 'challenging behaviour'
	2.2 Explain the reasons for the term challenging behaviour coming into use
	2.3 Analyse key factors that lead to a behaviour being defined as challenging

Learning Outcome	Assessment Criteria
LO3 Understand the context in which challenging behaviour occurs	3.1 Summarise key environmental risk factors for challenging behaviours
	3.2 Explain how slow and fast triggers contribute to challenging behaviour
	3.3 Analyse the role of reinforcement in maintaining behaviour
	3.4 Explain the time intensity model

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1 Describe the key components of functional analysis
	4.2 Explain the key methods of analysing behaviour
	4.3 Complete accurate records of behaviour using a structured method
	4.4 Identify environmental risk factors for an individual's challenging behaviour
	4.5 Identify possible slow and fast triggers for an individual's challenging behaviour
	4.6 Identify factors that may contribute to reinforcement of an individual's challenging behaviour
	4.7 Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals

Learning Outcome	Assessment Criteria
LO5 Understand the key characteristics of positive behavioural support	5.1 Describe the key characteristics of positive behavioural support
	5.2 Explain the role within positive behavioural support of:- primary prevention strategies <ul style="list-style-type: none"> • secondary prevention strategies • non aversive reactive strategies
	5.3 Explain the importance of social validity in the positive behavioural support model

Learning Outcome	Assessment Criteria
LO6 Be able to implement primary prevention strategies	6.1 Summarise the key primary prevention strategies
	6.2 Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
	6.3 Explain the importance of effective communication and positive interaction in primary prevention for individuals
	6.4 Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
	6.5 Use effective communication with an individual to promote positive behaviour
	6.6 Evaluate the social validity of an agreed primary prevention strategy for an individual

Learning Outcome	Assessment Criteria
LO7 Be able to use a person centred approach to develop plans that promote participation	7.1 Explain how active support can help prevent challenging behaviour by improving an individual's quality of life
	7.2 Analyse the role of structure and daily planning in primary prevention for individuals
	7.3 Review an individual's daily activities to identify areas for increasing participation and choice
	7.4 Review an individual's routine to identify opportunities for increasing participation and choice
	7.5 Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
	7.6 Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities

Learning Outcome	Assessment Criteria
LO8 Be able to implement secondary prevention strategies	8.1 Summarise key secondary prevention strategies
	8.2 Explain when secondary prevention strategies should be used with individuals
	8.3 Identify early warning signs of behavioural agitation in an individual
	8.4 Identify possible secondary prevention strategies that may be used with an individual
	8.5 Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences

Learning Outcome	Assessment Criteria
LO9 Be able to implement non aversive reactive strategies	9.1 Explain when reactive strategies should be used with individuals
	9.2 Describe the key characteristics and types of reactive strategies
	9.3 Assess the risks in the use of reactive strategies
	9.4 Identify possible reactive strategies that may be used for an individual
	9.5 Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
	9.6 Establish an individual's preferred post-incident support
	9.7 Identify own preferred post-incident support

Learning Outcome	Assessment Criteria
LO10 Be able to understand and implement positive behavioural support plans	10.1 Explain the purpose and importance of positive behaviour support plans for individuals
	10.2 Identify the key components of a positive behaviour support plan for individuals
	10.3 Implement agreed procedures in an individual's positive behavioural support plan
	10.4 Contribute to the review of an individual's positive behavioural support plan

HSC3065 Document History

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

Unit Handbook

HSC3070 – Lead and manage practice in dementia care

Unit reference number: D/504/2212

Level: 5

Credit value: 6

Guided Learning (GL) hours: 41

Unit aim

The purpose of this unit is to develop the learner's knowledge, understanding and skills in leading and managing dementia care services.

Learning outcomes

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

LO1 Understand current policy and practice guidance for dementia care

LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families

LO3 Be able to lead practice that promotes the well-being of individuals with dementia

LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia

LO5 Be able to support staff to deliver dementia care

LO6 Be able to develop own practice in leading the delivery of dementia care

Unit content

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

This unit is not directly related to the NOS.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Evidence requirements

Learners must provide a portfolio of evidence

Assessment guidance

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

Influence may include:

- raising awareness in families
- suggested changes to care environment
- team meetings
- partnership working

Range of methods should include:

- family
- friends
- other unpaid carers

Strategies may include:

- supervision
- counselling
- peer mentoring
- team meetings
- care reviews
- learning and development opportunities

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current policy and practice guidance for dementia care	1.1 Analyse how current policy and practice guidance underpin service provision in dementia care
	1.2 Explain why a person-centred approach is the benchmark for practice in dementia care

Learning Outcome	Assessment Criteria
LO2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families	2.1 Support others to develop an understanding of the causes of dementia syndrome
	2.2 Support others to develop an understanding of the impact of early onset dementia on individuals and their families
	2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of: <ul style="list-style-type: none"> • diagnosis • treatment of dementia

Learning Outcome	Assessment Criteria
LO3 Be able to lead practice that promotes the well-being of individuals with dementia	3.1 Manage a service that demonstrates a person centred approach
	3.2 Lead practice that supports staff to explore the stories and histories of individuals
	3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia
	3.4 Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia
	3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia
	3.6 Lead practice that supports staff to interact with individuals with dementia
	3.7 Manage the ongoing assessment of the needs of individuals with dementia using a range of methods
	3.8 Support staff to contribute to care plans that reflect a person centred approach

Learning Outcome	Assessment Criteria
LO4 Be able to lead practice that support staff to establish and maintain relationships with carers of individuals with dementia	4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia
	4.2 Lead practice that supports staff to work in partnership with carers
	4.3 Lead practice that supports staff to involve carers in assessment and care planning
	4.4 Explain how to support staff to resolve conflicts with carers

Learning Outcome	Assessment Criteria
LO5 [Insert text]	5.1 Evaluate the potential impact on staff when supporting an individual with dementia
	5.2 Implement strategies to support staff who are delivering dementia care
	5.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care

Learning Outcome	Assessment Criteria
LO6 Be able to develop own practice in leading the delivery of dementia care	6.1 Reflect on own practice in leading and managing the delivery of dementia care
	6.2 Develop plan to improve own practice in leading and managing dementia care

HSC3070 Document History

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • communication challenges • cognitive challenges
	5.3 Explain how to implement techniques used to address: <ul style="list-style-type: none"> • communication challenges • cognitive challenges

HSC3075P Document History

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

Unit Handbook

HSC3077 – Assess the needs of carers and families

Unit reference number: T/504/2216

Level: 3

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

This unit identifies the requirements when you assess the support needs of carers and families. The requirements include identifying the strengths, vulnerabilities, needs and circumstances of carers and families and using this information to evaluate their own support needs. It also covers developing and presenting the assessment, along with preferred options for addressing the needs identified.

Learning outcomes

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

LO1 Understand the contribution that families and carers make in caring for individuals

LO2 Be able to engage with families and carers who are providing care

LO3 Be able to assess the needs of families and carers

LO4 Be able to identify a plan to support families and carers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Additional guidance

The individual is the person requiring care or support.

Society may include:

- local authority provision
- NHS
- individuals and others
- communities

Active listening may include:

- observation
- clarification
- questioning techniques
- non-verbal messages

Others may include:

- other professionals
- agencies
- line manager

Agreed:

- others whom the family and carers have agreed can be consulted to either obtain or share information

Resources may include:

- family or neighbours
- community resources
- voluntary organisations
- statutory support in terms of additional domiciliary care
- respite for carers to have time for themselves

Needs and wishes may include:

- additional support to alleviate the physical input by the carer
- time to have a holiday
- go to the hairdressers
- time with their peers to do fun things

Plan of action may include:

- care plans
- person centred plans

This may not require formal statutory responses, but may be a plan whereby a carer decides to designate time for themselves, identifies a recreational activity.

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

This unit is directly related to the Skills for Care and Development NOS:

SCDHSC0427 – Assess the needs of carers and families.

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 the contribution that families and carers make in caring for individuals	1.1 Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.2 Explain the rights of families and carers providing care to individuals
	1.3 Describe the benefits to society of family and unpaid carers providing care
	1.4 Describe the benefits and challenges faced by family and unpaid carers in providing care

Learning Outcome	Assessment Criteria
LO2 Be able to engage with families and carers who are providing care	2.1 Support families and carers to speak about their experiences of providing care to individuals
	2.2 Use active listening skills to identify unspoken feelings and emotions
	2.3 Support families and carers to understand their rights
	2.4 Support families and carers in their caring role
	2.5 Explain to families and carers the additional support that is available
	2.6 Gain consent from families and carers to speak with others about their circumstances

Learning Outcome	Assessment Criteria
LO3 Be able to assess the needs of families and carers	3.1 Support families and carers to identify the support they need to meet the needs of an individual
	3.2 Identify with families and carers the areas of care which they want to retain
	3.3 Support families and carers to identify their wishes and needs for their own well-being
	3.4 Gather additional information from agreed others
	3.5 Share the record of assessment with families and carers

Learning Outcome	Assessment Criteria
LO4 Be able to identify a plan to support families and carers	4.1 Support families, carers and others to identify resources to address needs and wishes
	4.2 Support families, carers and others to develop a plan of action to access resources
	4.3 Support families, carers and others to implement the plan of action

HSC3077 Document History

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

Unit Handbook

HSC4002 – Provide information, advice and guidance

Unit reference number: M/615/4488

Level: 4

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to provide the learners with the understanding and skills to enable them to support people to access required information, advice and guidance.

Learning outcomes

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

LO1 Understand the importance of providing accurate information, advice and guidance in a person centred way

LO2 Understand provision of information, advice and guidance in own practice

LO3 Be able to provide accurate information advice and guidance using a range of sources

LO4 Be able to review own practice in information, advice and guidance

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of providing accurate information, advice and guidance in a person centred way	1.1 Explain the relationship between information, advice and guidance
	1.2 Explain the importance of respecting different values, diversity, cultures, beliefs, expertise and experience in providing information, advice and guidance
	1.3 Analyse the risks in supporting individuals and others to access information, advice and guidance
	1.4 Explain why accurate, timely and relevant information, advice and guidance is important
	1.5 Outline the impact on individuals and others of information, advice and guidance in enabling informed decisions

Learning Outcome	Assessment Criteria
LO2 Understand provision of information, advice and guidance in own practice	2.1 Analyse own role, responsibilities and boundaries in provision of information, advice and guidance
	2.2 Analyse ethical principles and their impact on own practice

Learning Outcome	Assessment Criteria
LO3 Be able to provide accurate information advice and guidance using a range of sources	3.1 Establish requirements for information, advice and guidance with individuals and others
	3.2 Provide person centred information, advice and guidance to individuals and others
	3.3 Support individuals and others to access information, advice and guidance from different sources
	3.4 Signpost individuals and others for specialist advice
	3.5 Discuss any potential risk in information, advice and guidance given with individuals and others
	3.6 Summarise information, advice and guidance offered
	3.7 Check the understanding of information, advice and guidance offered
	3.8 Record information, advice and guidance offered including identified risks in ways agreed by the organisation

Learning Outcome	Assessment Criteria
LO4 Be able to review own practice in information, advice and guidance	4.1 Review how the interaction with individuals and others met their information, advice and guidance needs
	4.2 Evaluate own knowledge and practice in providing information, advice and guidance
	4.3 Implement a plan to develop own knowledge and practice in providing information, advice and guidance

HSC4002 Document History

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

Unit Handbook

HSC4003 – Develop and implement reablement plans

Unit reference number: T/615/4489

Level: 4

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to provide the learners with an understanding the of the key principles of reablement and to demonstrate how to develop and implement reablement plans

Learning outcomes

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

LO1 Understand reablement

LO2 Understand the importance of activities of daily living for individuals

LO3 Understand resources available to support reablement

LO4 Be able to contribute to the development of plans for reablement

LO5 Be able to implement reablement plan

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand reablement	1.1 Explain the current legislation relating to reablement
	1.2 Analyse the evidence base for current policy drivers towards reablement
	1.3 Explain how the following principles support reablement: <ul style="list-style-type: none"> • independence • empowerment • personalisation • choice and control
	1.4 Explore the cultural shift in working to support individuals and their families to learn how to meet their own needs

Learning Outcome	Assessment Criteria
LO2 Understand the importance of activities of daily living for individuals	2.1 Explain basic and complex activities of daily living
	2.2 Explain how activities of daily living support individual roles and identity
	2.3 Explore the barriers to activities of daily living: <ul style="list-style-type: none"> • environmental • social • physical • emotional • sensory impairment • cognitive • finance

Learning Outcome	Assessment Criteria
LO3 Understand resources available to support reablement	3.1 Explain a range of techniques that can be adopted for successful reablement
	3.2 Describe how different equipment can be used to support reablement
	3.3 Explain how technology can support reablement

Learning Outcome	Assessment Criteria
LO4 Be able to contribute to the development of plans for reablement	4.1 Work in partnership with individuals and others to set outcome focussed goals using assessment information
	4.2 Address barriers identified in reablement plan
	4.3 Identify resources needed to implement reablement plan
	4.4 Assess risks associated with the agreed reablement plan
	4.5 Evaluate positive risk taking when working towards outcomes focussed goals
	4.6 Develop contingency plans to reduce the likelihood of identified risks

Learning Outcome	Assessment Criteria
LO5 Be able to implement reablement plan	5.1 Enable optimum participation in activities of daily living
	5.2 Enable learning and engagement with individuals and their families
	5.3 Work in partnership with individuals and others to monitor progress against the outcome focussed goals
	5.4 Work in partnership with individual and others to agree any changes to reablement plan
	5.5 Record agreed changes to reablement plan

HSC4003 Document History

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

Unit Handbook

HSC4004 – Mentoring in social care

Unit reference number: K/615/4490

Level: 4

Credit value: 2

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide the learners with the knowledge, understanding and skills required in the mentoring process and in key areas of practice

Learning outcomes

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

LO1 Understand own role and responsibilities in relation to mentoring in social care

LO2 Understand the use of mentoring in a social care setting

LO3 Be able to agree goals and outcomes in partnership with the mentee

LO4 Understand techniques for establishing a mentoring relationship

LO5 Be able to mentor in social care

LO6 Be able to review the progress and achievements of a mentee in partnership with them

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. Learning outcomes 4, 5, 6 must be assessed in a real work environment.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own role and responsibilities in relation to mentoring in social care	1.1 Compare models for mentoring
	1.2 Explain the role of a mentor in social care
	1.3 Analyse the skills and qualities required for a mentoring role
	1.4 Analyse how own values, behaviours, attitudes and emotional awareness can impact on a mentoring role
	1.5 Explain why in a mentoring relationship it is important to establish: <ul style="list-style-type: none"> • ground rules for engagement • boundaries • responsibilities and autonomy of mentee
	1.6 Explain the importance of working to ethical and professional standards
	1.7 Discuss sources of support to deal with issues which are outside of own expertise and authority

Learning Outcome	Assessment Criteria
LO2 Understand the use of mentoring in a social care setting	2.1 Explain legal and organisational requirements relating to: <ul style="list-style-type: none"> • data protection • privacy • confidentiality • safeguarding and disclosure
	2.2 Analyse the benefits of mentoring to the organisation
	2.3 Analyse impacts of mentoring on the learning and development of the mentee

Learning Outcome	Assessment Criteria
LO3 Be able to agree goals and outcomes in partnership with the mentee	3.1 Compare techniques for mentoring
	3.2 Analyse communication techniques used in mentoring relationships
	3.3 Examine the role of confidentiality in maintaining mentoring relationships

Learning Outcome	Assessment Criteria
LO4 Understand techniques for establishing a mentoring relationship	4.1 Establish a mentoring agreement with a mentee to include: <ul style="list-style-type: none"> • ground rules for engagement • boundaries • responsibilities and autonomy of mentee
	4.2 Agree goals and outcomes with a mentee
	4.3 Agree processes for recording interactions and progress to support information sharing

Learning Outcome	Assessment Criteria
LO5 Be able to mentor in social care	5.1 Plan activities for mentoring based on identified goals and outcomes
	5.2 Use mentoring techniques in order to maintain a working relationship with the mentee
	5.3 Use communication techniques that develop the mentoring relationship
	5.4 Provide constructive feedback to mentee

Learning Outcome	Assessment Criteria
LO6 Be able to review the progress and achievements of a mentee in partnership with them	6.1 Review progress with mentees in a way that places the responsibility on the mentee to clarify their own goals and facilitate their achievement
	6.2 Review strategies for motivating mentees
	6.3 Agree ongoing mentoring support to take place following review
	6.4 Use reflective feedback from mentees to evaluate own mentoring practice to identify areas for development

HSC4004 Document History

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

Unit Handbook

HSC4008 – Promote assistive technology in social care

Unit reference number: F/615/4494

Level: 4

Credit value: 4

Guided Learning (GL) hours: 29

Unit aim

The aim of this unit is to provide the learners with the knowledge, understanding and skills required to promote assistive technology and covers a range of the key areas of practice in the development of organisational culture, policies, procedures and practices to support implementation of assistive technology solutions.

Learning outcomes

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

LO1 Understand the barriers to assistive technology

LO2 Be able to support the organisation to offer assistive technology

LO3 Be able to champion the use of assistive technology

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. Learning outcomes 2 and 3 must be assessed in a real work environment.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the barriers to assistive technology	1.1 Analyse the barriers for individuals and others to assistive technology: <ul style="list-style-type: none"> • social • psychological • economic • organisational
	1.2 Analyse barriers of own organisation to the offer of assistive technology including: <ul style="list-style-type: none"> • policies • procedures • practices • economic

Learning Outcome	Assessment Criteria
LO2 Be able to support the organisation to offer assistive technology	2.1 Evaluate how own organisation currently uses assistive technology: <ul style="list-style-type: none"> • internally • for service delivery
	2.2 Analyse available support networks for users of assistive technology within the organisation
	2.3 Propose a strategy to reduce identified barriers to assistive technology for: <ul style="list-style-type: none"> • individuals • others • own organisation
	2.4 Contribute to the development of assistive technology: <ul style="list-style-type: none"> • policies • procedures • practices
	2.5 Obtain feedback from individuals and others to support future developments in the offer of assistive technology

Learning Outcome	Assessment Criteria
LO3 Be able to champion the use of assistive technology	3.1 Evaluate the skills and knowledge of others in using assistive technology
	3.2 Support others' knowledge of assistive technology through: <ul style="list-style-type: none"> • information • guidance • training/education
	3.3 Support others to implement assistive technology
	3.4 Evaluate the impact of assistive technology on individuals
	3.5 Propose a strategy to support self and others to: <ul style="list-style-type: none"> • maintain own competence • manage knowledge transfer

HSC4008 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications 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 <ul style="list-style-type: none"> • 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

LHS21 – Understand partnership working

Unit reference number: T/602/3188

Level: 4

Credit value: 1

Guided Learning (GL) hours: 7

Unit aim

The purpose of this unit is to assess the learner's knowledge required to understand partnership working.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Understand partnership working

Unit content

Evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's RQF assessment principles.

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 M2a

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Additional information

Others may include:

- individuals
- children and young people
- families
- carers
- friends of the individual
- advocates

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand partnership working	1.1 Identify the features of effective partnership working
	1.2 Explain the importance of partnership working with: <ul style="list-style-type: none">• colleagues• other professionals• others
	1.3 Analyse how partnership working delivers better outcomes
	1.4 Explain how to overcome barriers to partnership working

LHS21 Document History

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

Unit Handbook

LHS32 – Promote access to healthcare for individuals with learning disabilities

Unit reference number: J/601/5645

Level: 5

Credit value: 6

Guided Learning (GL) hours: 44

Unit aim

The unit is aimed at those who are leading, supervising or influencing others to support individuals with learning disabilities to access healthcare and meet their healthcare needs

Learning outcomes

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

LO1 Understand issues related to access to healthcare services for individuals with learning disabilities

LO2 Understand the healthcare needs that may affect individuals with learning disabilities

LO3 Understand good practice in supporting people with a learning disability to access healthcare services

LO4 Understand how to support others to develop, implement, monitor and review plans for healthcare

LO5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability

LO6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare

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 HSC 415,416, 417, 418, 419

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 issues related to access to healthcare services for individuals with learning disabilities	1.1 Explain the rights based approach to accessing healthcare services
	1.2 Identify inequalities in access to healthcare services in different sections of the population
	1.3 Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities
	1.4 Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability
	1.5 Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment

Learning Outcome	Assessment Criteria
LO2 Understand the healthcare needs that may affect individuals with learning disabilities	2.1 Analyse trends of healthcare needs among individuals with learning disabilities
	2.2 Explain systematic approaches that may support better health and healthcare for individuals with a learning disability
	2.3 Research the difficulties in diagnosing some health conditions in individuals with a learning disability

Learning Outcome	Assessment Criteria
LO3 Understand good practice in supporting people with a learning disability to access healthcare services	3.1 Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs
	3.2 Evaluate different ways of working in partnership to support individuals to meet their healthcare needs
	3.3 Explain how to promote access to healthcare through the use of reasonable adjustments
	3.4 Analyse the rights of others significant to the individual to be involved in planning healthcare services

Learning Outcome	Assessment Criteria
LO4 Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1 Explain how to champion a person-centred focus to the healthcare planning process
	4.2 Explain factors to consider when supporting others to develop and implement plans for healthcare
	4.3 Explain how to support others to monitor and review plans for healthcare
	4.4 Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
	4.5 Explain how to support others to raise concerns and challenge healthcare services

Learning Outcome	Assessment Criteria
LO5 Be able to develop processes to support others to meet the healthcare needs of individuals with a learning disability.	5.1 Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs
	5.2 Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability
	5.3 Ensure systems are used by others in meeting individual's healthcare needs
	5.4 Evaluate the impact of systems in meeting individuals healthcare needs

Learning Outcome	Assessment Criteria
LO6 Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	6.1 Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them
	6.2 Promote partnership working to meet the healthcare needs of individuals with learning disabilities
	6.3 Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services
	6.4 Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare

LHS32 Document History

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

Unit Handbook

LHS38 – Support individuals with multiple conditions and/or disabilities

Unit reference number: T/601/5253

Level: 5

Credit value: 5

Guided Learning (GL) hours: 34

Unit aim

The purpose of this unit is to provide the knowledge and skills needed to review and improve service provision for individuals with multiple conditions/disabilities

Learning outcomes

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

LO1 Understand the implications of multiple conditions and/or disabilities for the individual

LO2 Be able to support an individual with multiple conditions and/or disabilities

LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities

LO4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of multiple conditions and/or disabilities for the individual	1.1 Explain the correlation between conditions and <ul style="list-style-type: none"> • disability • gender • age • ethnicity • socio-economic status
	1.2 Explain how multiple conditions and/or disabilities can impact on the individual
	1.3 Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities

Learning Outcome	Assessment Criteria
LO2 Be able to support an individual with multiple conditions and/or disabilities	2.1 Work collaboratively with the individual and/or others to support the individual
	2.2 Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities
	2.3 Use referral processes to secure services for the individual

Learning Outcome	Assessment Criteria
LO3 Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 Advise and inform others about the implications of multiple conditions
	3.2 Devise strategies to improve the practice of others <ul style="list-style-type: none"> • at and individual level • at an organisational level

Learning Outcome	Assessment Criteria
LO4 Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1 Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities
	4.2 Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities
	4.3 Implement actions agreed as a result of evaluation within their own role

LHS38 Document History

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

Unit Handbook

LHS39 – Independent mental capacity advocacy

Unit reference number: F/502/3295

Level: 4

Credit value: 12

Guided Learning (GL) hours: 35

Unit aim

The unit aims to support candidates to develop the practical skills and knowledge required to provide IMCA support within the Mental Capacity Act 2005.

Learning outcomes

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

LO1 Understand and use the Mental Capacity Act

LO2 Provide independent mental capacity advocacy

LO3 Work with the decision maker

LO4 Challenge decisions made by the decision maker

LO5 Work with people who lack capacity

LO6 Work with accommodation and care review referrals

LO7 Work with serious medical treatment referrals

LO8 Work with adult protection referrals

LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand and use the Mental Capacity Act	1.1 Explain key principles of the Mental Capacity Act 2005
	1.2 Analyse powers within the Mental Capacity Act 2005
	1.3 Use research skills to identify a range of provisions within the Mental Capacity Act 2005
	1.4 Explain who may be affected by the Mental Capacity Act 2005 and why
	1.5 Use the code of practice

Learning Outcome	Assessment Criteria
LO2 Provide independent mental capacity advocacy	2.1 Use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA
	2.2 Analyse the role and responsibilities of an IMCA
	2.3 Summarise rights afforded to an IMCA within the Mental Capacity Act 2005
	2.4 Prioritise a range of case work
	2.5 Assess a range of potential challenges which IMCAs can face in practice
	2.6 Resolve practice dilemmas
	2.7 Evaluate the differences between IMCA and general advocacy
	2.8 Assess and resolve conflicts of interest
	2.9 Summarise the role of commissioners
	2.10 Commit to using supervision
	2.11 Signpost qualifying people to other services

Learning Outcome	Assessment Criteria
LO3 Work with the decision maker	3.1 Identify the decision maker
	3.2 Identify good practice in partnership working between the decision maker and the IMCA
	3.3 Resolve a range of dilemmas and challenges which may be faced
	3.4 Use referral processes which identify legal requirements for accepting a new client
	3.5 Evaluate the correctness of the assessment of capacity
	3.6 Identify the requirements for accepting referral when family are involved
	3.7 Identify which IMCA service is responsible to represent an individual in different geographical areas
	3.8 Respond to decision makers who do not practice partnership working
	3.9 Present to decision makers on what an IMCA can contribute

Learning Outcome	Assessment Criteria
LO4 Challenge decisions made by the decision maker	4.1 Map out the decision-making process within each area an IMCA may be involved
	4.2 Raise concerns during the decision-making process
	4.3 Highlight concerns after the decision is made

Learning Outcome	Assessment Criteria
LO5 Work with people who lack capacity	5.1 Use a range of methods to communicate with people who lack capacity
	5.2 Use non-instructed Advocacy to identify the wishes and preferences of people receiving IMCA support
	5.3 Use strategies to work with people with dementia or learning disabilities
	5.4 Ascertain the wishes and preferences of people who lack capacity

Learning Outcome	Assessment Criteria
LO6 Work with accommodation and care review referrals	6.1 Research information and establish options
	6.2 Evaluate the differences and similarities in a range of types of accommodation
	6.3 Identify a range of possible care packages to enable people to stay at home
	6.4 Assess the suitability of types of accommodation to individuals
	6.5 Assess the impact the decision will have on the individual
	6.6 Use a range of information sources to suggest alternative courses of action
	6.7 Explain the function of a range of regulatory bodies

Learning Outcome	Assessment Criteria
LO7 Work with serious medical treatment referrals	7.1 Summarise the criteria for serious medical treatment
	7.2 Research and gather information
	7.3 Assess the impact the decision will have on the individual
	7.4 Use a range of information sources to suggest alternative courses of action
	7.5 Obtain a second medical opinion where appropriate
	7.6 Explain the importance of seeking a second medical opinion
	7.7 Identify risks, benefits and ethical issues connected to medical treatments
	7.8 Explain the process of referral in medical systems to access treatment

Learning Outcome	Assessment Criteria
LO8 Work with adult protection referrals	8.1 Identify the different stages at which the IMCA may be instructed within adult protection procedures
	8.2 Identify a range of situations where the IMCA may represent the individual during adult protection meetings
	8.3 Analyse and use local and national adult protection procedures
	8.4 Use the guidelines for IMCA in adult protection proceedings referrals
	8.5 Research and gather information
	8.6 Attend meetings where necessary
	8.7 Identify a range of protection plans which may be formulated within adult protection strategy meetings
	8.8 Summarise the issues involved in communicating with families in adult protection cases

Learning Outcome	Assessment Criteria
LO9 Construct an Independent mental capacity advocacy written report that meets statutory requirements	9.1 Identify a range of issues that should be addressed within an IMCA report
	9.2 Identify what should never be in an IMCA report
	9.3 Write an IMCA report
	9.4 Identify good practice in recording case work
	9.5 Explain the impact of data protection legislation on the recording of work

LHS39 Document History

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

Unit Handbook

LHS46 – Safeguarding and protection of vulnerable adults

Unit reference number: R/602/2856

Level: 5

Credit value: 5

Guided Learning (GL) hours: 37

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to protect and safeguard vulnerable adults. The unit requires learners to understand the legal and regulatory basis for safeguarding and to know the actions to take and procedures to follow. It also follows the personalisation agenda in supporting individuals to develop the confidence to manage their own risks. One of the key steps in safeguarding is to work in partnership with other organisations in order to achieve the best possible outcomes.

Learning outcomes

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

LO1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults

LO2 Be able to lead service provision that protects vulnerable adults

LO3 Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults

LO4 Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults

Unit content

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

This unit is linked to HSC 45, 430

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care

Evidence requirements

Learners must provide a portfolio of evidence.

Assessment guidance

This unit must be assessed in line with Skills for Care Assessment principles. Learning outcomes 2, 3, and 4 must be assessed in the work setting

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults	1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults
	1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting
	1.3 Explain the legislative framework for safeguarding vulnerable adults
	1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults
	1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected

Learning Outcome	Assessment Criteria
LO2 Be able to lead service provision that protects vulnerable adults	2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices
	2.2 Provide information to others on: <ul style="list-style-type: none"> • indicators of abuse • measures that can be taken to avoid abuse taking place • steps that need to be taken in the case of suspected or alleged abuse
	2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse
	2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring
	2.5 Provide feedback to others on practice that supports the protection of vulnerable adults

Learning Outcome	Assessment Criteria
LO3 Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 Follow agreed protocols for working in partnership with other organisations
	3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations

Learning Outcome	Assessment Criteria
LO4 Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults	4.1 Support the participation of vulnerable adults in a review of systems and procedures
	4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting
	4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults
	4.4 Recommend proposals for improvements in systems and procedures in own service setting

LHS46 Document History

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

Unit Handbook

ML26 – Provide leadership and management

Unit reference number: L/506/1953

Level: 4

Credit value: 5

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting leadership and management. It will also provide learners with an ability to engage and inspire stakeholders and colleagues and to deliver results.

Learning outcomes

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

LO1 Understand the principles supporting leadership and management

LO2 Be able to engage and inspire stakeholders and colleagues

LO3 Be able to deliver results

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Organisations culture could be values, systems, beliefs, working language, norms

Theories of motivation may include but not be limited to:

- classical management
- human relations

Learners to demonstrate use of analysis and application of chosen theories

Behaviours and attitudes may include, but not be limited to:

- Honest
- Trustworthy
- Reliability
- Sincerity
- Professionalism

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied
	1.2 Assess the influence of an organisation's culture on its leadership styles and management practices
	1.3 Assess the influence of an organisation's structure on its leadership styles and management practices
	1.4 Analyse how theories of motivation may be applied in the practice of leadership
	1.5 Evaluate the role of stakeholder engagement in leadership and management
	1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
	2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
	2.3 Identify who stakeholders are and the nature of their interest
	2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
	2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
	2.6 Take action to maintain morale through difficult times
	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders

Learning Outcome	Assessment Criteria
LO3 Be able to deliver results	3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	3.2 Use delegation techniques whilst delivering targets
	3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

ML26 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML28 – Encourage learning and development

Unit reference number: M/506/1962

Level: 4

Credit value: 3

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of learning and development and to apply these principles to support and evaluate individuals' learning and development.

Learning outcomes

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

LO1 Understand the principles of learning and development

LO2 Be able to support individuals' learning and development

LO3 Be able to evaluate individuals' learning and development

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Learning and development methods could include:

- Conscious Competence learning model
- Learning evaluation methods
- Kirkpatrick's learning evaluation model
- Experiential learning
- Role-playing
- Kolb's Learning styles model

Simulation is not allowed

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of learning and development	1.1 Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs
	1.2 Analyse the advantages and limitations of different learning and development methods
	1.3 Explain how to identify individuals' learning and development needs
	1.4 Evaluate the role of self-reflection in learning and development

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals' learning and development	2.1 Promote the benefits of learning to people in own area of responsibility
	2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources
	2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs
	2.4 Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan
	2.5 Create an environment that encourages and promotes learning and development
	2.6 Provide opportunities for individuals to apply their developing competence in the workplace

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate individuals' learning and development	3.1 Analyse information from a range of sources on individuals' performance and development
	3.2 Evaluate the effectiveness of different learning and development methods
	3.3 Agree revisions to personal development plans in the light of feedback

ML28 Document History

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

Unit Handbook

ML37 – Conduct quality audits

Unit reference number: T/506/1994

Level: 4

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the management of quality and to apply these principles to prepare for, and conduct, quality audits.

Learning outcomes

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

LO1 Understand the principles underpinning the management of quality

LO2 Be able to prepare to carry out quality audits

LO3 Be able to conduct quality audits

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Quality management will be sector specific, but could include:

- Quality planning
- Quality control
- Quality assurance
- Quality improvement

Quality standards could refer to but not be exclusive to:

- Legislation
- British Standards and ISO
- Kitemark
- CE Mark
- Royal Warrants
- Branding

Quality techniques could include but not be exclusive to:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes
- Kaizen

Non-compliance is the failure to adhere to an Act or its Regulations

Non-conformance is the failure to comply with a requirement, standard, or procedure

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the management of quality	1.1 Analyse the principles of quality management
	1.2 Analyse the purpose and requirements of a range of quality standards
	1.3 Analyse the advantages and limitations of a range of quality techniques
	1.4 Assess how the management of quality contributes to the achievement of organisational objectives

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to carry out quality audits	2.1 Establish the quality requirements applicable to the work being audited
	2.2 Develop a plan for a quality audit
	2.3 Prepare the documentation needed to undertake a quality audit
	2.4 Specify data requirements to those who will support the audit

Learning Outcome	Assessment Criteria
LO3 Be able to conduct quality audits	3.1 Confirm that any previously agreed actions have been implemented
	3.2 Analyse information against agreed quality criteria
	3.3 Identify instances where business processes, quality standards and/or procedures could be improved
	3.4 Agree actions and timescales that will remedy non-conformance or non-compliance

ML37 Document History

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

Unit Handbook

ML50 – Manage strategic change

Unit reference number: H/506/2056

Level: 5

Credit value: 7

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of techniques and tools that support the design of business processes and to apply these techniques and tools to develop business processes and to evaluate their effectiveness.

Learning outcomes

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

LO1 Understand the management and evaluation of change

LO2 Be able to plan for strategic change

LO3 Be able to manage strategic change

LO4 Be able to evaluate strategic change

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different organisational structures might include, but are not exclusive to:

- by function or area
- flat, hierarchical
- matrix
- people focused

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management and evaluation of change	1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures
	1.2 Analyse stakeholder mapping techniques used for managing and evaluating change
	1.3 Analyse techniques to evaluate change
	1.4 Evaluate the relationship between change management, business continuity and crisis management

Learning Outcome	Assessment Criteria
LO2 Be able to plan for strategic change	2.1 Assess the reasons for, scope and inherent risks of a required change
	2.2 Evaluate the influences of the internal and external environment on a change
	2.3 Analyse the ethical dimensions of a change
	2.4 Identify viable alternative strategies for achieving a desired change
	2.5 Justify with evidence the selected strategy to be taken to manage a change
	2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
	2.7 Develop a stakeholder engagement plan that addresses their needs and concerns
	2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives

Learning Outcome	Assessment Criteria
LO3 Be able to manage strategic change	3.1 Allocate resources and responsibilities in accordance with the plan
	3.2 Take action to ensure the change plan is implemented in accordance with organisational values and procedures
	3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
	3.4 Take into account the on-going commitment of stakeholders to a change and its implications
	3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate strategic change	4.1 Establish valid evaluation criteria that are capable of measuring the effects of change
	4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change
	4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful
	4.4 Justify recommendations made with valid evidence
	4.5 Identify the implications for knowledge management systems and processes

ML50 Document History

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

Unit Handbook

ML53 – Manage product and/or service development

Unit reference number: Y/506/2068

Level: 5

Credit value: 5

Guided Learning (GL) hours: 23

Unit aim

The aim of this unit is to provide learners with an understanding of the development of new or improved products and/or services and to apply this understanding to establish the need for, and to manage the development of, new or improved products and/or services.

Learning outcomes

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

LO1 Understand the development of new or improved products and/or services

LO2 Be able to establish the need for new or improved products and/or services

LO3 Be able to manage the development of new or improved products and/or services

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the development of new or improved products and/or services	1.1 Analyse the stages of the development process, product life cycle and their requirements
	1.2 Explain the requirements of market segmentation
	1.3 Analyse the factors affecting buyer behaviour
	1.4 Evaluate the use of market analytical tools when developing new or improved products and/or services

Learning Outcome	Assessment Criteria
LO2 Be able to establish the need for new or improved products and/or services	2.1 Establish criteria by which the need for new or improved products and/or services will be evaluated
	2.2 Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
	2.3 Identify competitor activity that may have an impact on the market for new or improved products and/or services
	2.4 Assess the likely impact of customers' culture and behaviour on potential sales

Learning Outcome	Assessment Criteria
LO3 Be able to manage the development of new or improved products and/or services	3.1 Take action to ensure that proposals are consistent with organisational strategy, objectives and values
	3.2 Assess the costs of developing new or improved products and/or services
	3.3 Assess the viability of products and/or services by carrying out viability tests
	3.4 Evaluate the degree of success of new or improved products and/or services

ML53 Document History

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

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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 Document 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

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 values 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

SSMU31 – Understand sensory loss

Unit reference number: M/601/3467

Level: 3

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

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

Learning outcomes

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

LO1 Understand the factors that impact on an individual with sensory loss

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

LO3 Understand the main causes and conditions of sensory loss

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

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 Sensory Services 1,2,3,4,5,6,7,8,9,11

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development SSC

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the factors that impact on an individual with sensory loss	1.1 Analyse how a range of factors can impact on individuals with sensory loss
	1.2 Analyse how societal attitudes and beliefs impact on individuals with sensory loss
	1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision

Learning Outcome	Assessment Criteria
LO2 Understand the importance of effective communication for individuals with sensory loss	2.1 Explain the methods of communication used by individuals with: <ul style="list-style-type: none"> • Sight loss • Hearing loss • Deaf blindness
	2.2 Describe how the environment facilitates effective communication for people with sensory loss
	2.3 Explain how effective communication may have a positive impact on lives on individuals with sensory loss

Learning Outcome	Assessment Criteria
LO3 Understand the main causes and conditions of sensory loss	3.1 Identify the main causes of sensory loss
	3.2 Define congenital sensory loss and acquired sensory loss
	3.3 Identify the demographic factors that influence the incidence of sensory loss in the population

Learning Outcome	Assessment Criteria
LO4 Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1 Identify the indicators and signs of: <ul style="list-style-type: none"> • Sight loss • Hearing loss • Deaf blindness
	4.2 Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
	4.3 Identify sources of support for those who may be experiencing onset of sensory loss

SSMU31 Document History

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

Unit Handbook

SSOP37 – Support individuals to access education, training or employment

Unit reference number: H/601/3546

Level: 4

Credit value: 4

Guided Learning (GL) hours: 31

Unit aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.

Learning outcomes

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

LO1 Understand the value of engagement in training, education or employment for individuals

LO2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment

LO3 Understand the support available to individuals accessing education, training or employment

LO4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences

LO5 Be able to support individuals to undertake education, training or employment

LO6 Be able to evaluate engagement in education, training or employment

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals

Learning Outcome	Assessment Criteria
LO2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
	2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
	2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities

Learning Outcome	Assessment Criteria
LO3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment
	3.2 Clarify the support provided by the various agencies

Learning Outcome	Assessment Criteria
LO4 Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> • aspirations • skills and abilities • interests • experience • qualifications • support needs • preferred career pathway • personal circumstances • language / communication needs
	4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities
	4.3 Support the individual to select preferred education, training or employment
	4.4 Support the individual to complete applications to access education, training or employment
	4.5 Support the individual to prepare for an interview or selection for education, training or employment

Learning Outcome	Assessment Criteria
LO5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment
	5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment

Learning Outcome	Assessment Criteria
LO6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others the continued support required to undertake education, training or employment
	6.2 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

SSOP37 Document History

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

CD4 Document History

Version	Issue Date	Changes	Role
v3.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator