Qualification specification

NCFE CACHE Level 3 Diploma in Adult Care
QN: 610/0498/4

Approved by skillsforcare

Qualification summary

Qualification title	**NCFE CACHE Level 3 Diploma in Adult Care**		
Ofqual qualification number (QN)	610/0498/4	**Aim reference**	61004984
Guided learning hours (GLH)	437	**Total qualification time (TQT)**	580
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
Credit value	58		
Minimum credits at/above level 3	35		
Minimum age	16		
Qualification purpose	This qualification develops the knowledge and skills needed when working in care settings. It contains both mandatory and optional units allowing learners to tailor the qualification to meet their needs, interests, preferred progression paths and the context of their job role. The qualification covers a wide range of areas which includes units covering: • aspects of support • specialisms • clinical skills or healthcare tasks • leadership and management skills It is aimed at all those who wish to work or are already working in health and social care settings in England.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	Learners will need to be working, volunteering or on practical placement, as they need to show competence in both knowledge and skills.		
Apprenticeship standards	This qualification can be undertaken as part of the Lead Adult Care Worker apprenticeship standard. If learners have not already achieved qualifications in English and mathematics, level 2 Functional Skills in English and mathematics can also be taken. For apprenticeship standards, the latest standard and assessment plan documents, available from the Institute for Apprenticeships and Technical Education (IfATE) www.instituteforapprenticeships.org/, should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced.		

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Summary of changes

This page summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.1	May 2023	Assessment strategies and principles updated.
v1.2	October 2023	Information regarding UCAS points added to page 2 Qualification Summary.
v1.3	July 2024	Additional guidance regarding assessment principles has been added to page 10 in Section 1: How the qualification is assessed.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the adult care worker role in care settings
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- build knowledge and skills to work in adult care in health and social care settings in England
- cover a wide range of areas allowing learners to tailor the qualification to meet their needs, interests, preferred progression paths and the context of their job role

Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Entry guidance

This qualification is designed for those who wish to work or are already working in health and social care settings in England.

Entry is at the discretion of the centre, in accordance with the Equality Act 2010. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **58 credits: 39 credits from the** mandatory units and **a minimum of 19 credits from the** optional units. At least 35 credits must be achieved at level 3 or above.

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

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - lead adult care worker
  - senior care support worker
  - lead personal assistant
- further education:
  - Level 4 Diploma in Adult Care
  - Level 5 Diploma in Leadership and Management for Adult Care
  - Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)
- higher education

Progression to higher level studies

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

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

Resource requirements

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

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development assessment principles
- Skills for Health assessment principles

Real work environment (RWE) requirement/recommendation

Where the assessment principles for a unit allow, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

Learners will need to be working, volunteering or on practical placement, as they need to show competence in both knowledge and skills.

How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

Learners must be successful in this component to gain the Level 3 Diploma in Adult Care.

This qualification has been developed to meet Skills for Care's (SfC) qualification criteria and must be assessed in line with the Skills for Care and Development assessment principles and Skills for Health assessment principles.

Centres must also ensure that they apply the guidance within the Skills for Care and the Joint Awarding Body Quality Group (JABQG) additional assessment principles guidance document. The guidance within the additional assessment principles sets out clarification of aspects from the existing assessment principles and aims to recognise developments, for example with the use of technology in the assessment process. This additional assessment principles document must be used alongside and in conjunction with the Skills for Care and Development assessment principles. Both documents are available on the Skills for Care website.

The Level 3 Diploma in Adult Care is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a RWE in accordance with the relevant assessment principles. For further information on the principles, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each learning outcome.

Internal assessment

We have created sample tasks for the internally assessed knowledge only mandatory units, which can be found within a separate document in the member's area of our website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the 4 knowledge mandatory units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

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

Please see the guidance document for creation of internal assessment tasks on our website.

Please refer to the Skills for Care and Development assessment principles document for further information. This can be found on the qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

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

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

Mandatory units

AC M1 Promote communication in care settings (A/650/1366)

Unit summary				
This unit is aimed at those who work in a wide range of adult care settings. It covers the central importance of communication in adult care, and ways to overcome barriers to meet individual needs and preferences in communication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the **work setting**
	1.3 Explain how communication skills can be used to manage complex, sensitive, abusive and difficult situations
	1.4 Explain the importance of maintaining open and honest communication
2. Understand the variety in peoples' communication needs and preferences	2.1 Describe the range of **communication styles, methods and skills** available
	2.2 Explain how people may use and/or interpret communication methods and styles in different ways
	2.3 Describe the factors to consider when promoting effective communication
	2.4 Describe how digital and other technologies can be used to promote and enhance communication between self and **others**
	2.5 Identify the **barriers** that may be present when communicating with others
	2.6 Explain how to access extra support or **services to enable effective communication** with and between individuals
	2.7 Describe the impact of **poor or inappropriate communication practices**
3. Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication styles, methods and skills
	3.2 Apply communication styles, skills and methods in relation to message and audience to enhance the quality of the interaction
	3.3 Demonstrate how to use communication skills to build positive relationships
	3.4 Adapt communication styles, skills and methods to overcome barriers to communication with a range of people
	3.5 Demonstrate how to use strategies to clarify misunderstandings
4. Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Establish the communication and language **needs, wishes and preferences** of **individuals** in order to maximise the quality of interaction
	4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs
	4.3 Demonstrate how to respond to an individual's reactions during interactions

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.4 Demonstrate professionalism when using a variety of communication methods
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	5.1 Explain the purpose and principles of independent advocacy
	5.2 Identify when to offer support to individuals to access an advocate
	5.3 Describe how to support individuals to access advocacy services
6. Understand principles and practice of confidentiality in care settings	6.1 Explain the meaning of the term ‘confidentiality’
	6.2 Explain why it is important to maintain confidentiality when communicating with others
	6.3 Give examples of when and why confidentiality may need to be breached
	6.4 Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns

Range
1. Understand why effective communication is important in the work setting
1.2 Work setting: This may include one specific location or a range of locations depending on the context of the learners’ role.
2. Understand the variety in peoples’ communication needs and preferences

2.1 Communication styles, methods and skills:
 	
Should include:
 	
• verbal:
  ○ words
  ○ voice
  ○ tone
  ○ pitch
  ○ spoken
  ○ written
• non-verbal:
  ○ body language
  ○ proximity
  ○ eye contact
  ○ touch
  ○ gestures
  ○ behaviour
• additional methods to support communication:
  ○ signs
  ○ symbols and pictures
  ○ objects of reference

Range
• face-to-face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations • active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement • interpretation of non-verbal communication • ability to use silence to provide space and support **2.4 Others:** In this context, this refers to everyone a worker is likely to come into contact with, to include: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers **2.5 Barriers:** Examples may include, but are not limited to: • environment • time • own physical, emotional or psychological state • physical, emotional or psychological state of others • own skills, abilities or confidence • own or others' prejudices • conflict • therapeutic activity (for example, reminiscence therapy, relaxations and anxiety management, remedial games, art or music) • therapy assistance (for example, physiotherapy) **2.6 Services to enable effective communication:** Examples may include, but are not limited to: • translation services • interpretation services • speech and language services • advocacy services **2.7 Poor or inappropriate communication practices:** Examples may include, but are not limited to: • patronising individuals • not listening to individuals

Range
• not making time to communicate effectively • not respecting individuals' communication preferences, needs or strengths • using communication skills to control or take ownership of an interaction • interrupting or talking over someone • offering inappropriate or unsolicited advice • placating an individual
4. Be able to meet the communication and language needs, wishes and preferences of individuals
4.1 Needs, wishes and preferences: These may be based on experiences, desires, values, beliefs or culture, and may change over time. **4.1 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0031

AC M2 Handling information in adult care (D/650/1367)

Unit summary				
This unit is aimed at those working in a wide range of adult care settings. It covers the knowledge and skills needed to implement and promote good practice in handling, recording, sharing, storing and accessing information whilst protecting data security.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**16 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand requirements for handling information in care settings	1.1 Summarise the main points of legal requirements, policies and codes of practice for handling information in care settings
	1.2 Describe the main features of manual and electronic information storage systems that help ensure **data and cyber security**
	1.3 Explain how to support **others** to keep information secure
	1.4 Explain what is meant by a **'data breach'** in the handling of information
	1.5 Describe the actions to be taken in the event of a data breach
2. Be able to implement good practice in handling information	2.1 Demonstrate practices that ensure data security when **storing, accessing and sharing information**
	2.2 Demonstrate ways to maintain and promote confidentiality in day-to-day communication
	2.3 Maintain **records** that are up to date, complete, accurate and legible
	2.4 Support audit processes in line with own role and responsibilities

Range
1. Understand requirements for handling information in care settings
1.2 Data and cyber security: Learners should consider features that ensure the confidentiality, availability and integrity of information. This should include reducing data breaches, securing devices, and safe use of email wherever relevant. **1.3 Others:** In this context, this refers to everyone a worker is likely to come into contact with, including: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers

Range
1.4 Data breach: This is the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal or secure data.
2. Be able to implement good practice in handling information
2.1 Storing, accessing and sharing information: Where learners are required to store, share and access information manually and electronically, their assessment must include both manual and electronic storage and access arrangements. **2.3 Records:** Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 2 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0031

AC M3 Promote own continuous personal and professional development (F/650/1368)

Unit summary				
This unit covers promoting continuing personal and professional development in care settings. This includes being able to use reflection and learning opportunities to develop own practice and leadership skills and improve the quality of care provision.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**26 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Know what is required to be competent in own role	1.1 Describe the **duties and responsibilities** of own work role
	1.2 Explain expectations of own work role as expressed in relevant **standards**
	1.3 Analyse the relationship between **continuing professional development** and the provision of quality care
	1.4 Identify **sources of support** for planning and reviewing own development
2. Be able to assess own personal and professional development needs, and plan and record progress	2.1 Assess own knowledge, performance and understanding against relevant standards
	2.2 Work with **others** to identify and prioritise own learning needs, professional interests and development aspirations
	2.3 Work with others to agree own **personal and professional development plan**
	2.4 Work with others to achieve and review personal and professional development plans
	2.5 Record progress in relation to personal and professional development
3. Understand the value of reflective practice	3.1 Explain the benefits and **scope of reflective practice**
	3.2 Explain why reflective practice is important for supporting continuous improvements to own practice and provision of quality care
4. Be able to use reflective practice to improve ways of working	4.1 Reflect on how **learning activities** have affected practice
	4.2 Reflect on how own values, beliefs and experiences may affect working practices
	4.3 Reflect on own ability to use initiative, make decisions and take responsibility for own actions
	4.4 Use reflections and feedback from others to evaluate own performance and inform development
5. Be able to develop leadership behaviours	5.1 Model high standards of practice to encourage others to make a positive difference
	5.2 Share ideas to improve services with others
	5.3 Promote partnership approaches to supporting individuals

Range
1. Know what is required to be competent in own role
1.1 Duties and responsibilities: Learners should describe their duties and responsibilities within the context of providing person-centred care and support. **1.2 Standards:** May include codes of practice, regulations, fundamental standards, national occupational standards (NOS), National Institute for Health and Care Excellence (NICE) quality standards. **1.3 Continuing professional development:** The ongoing process of developing, monitoring and documenting skills, knowledge and experience both formally and informally beyond initial training. **1.4 Sources of support:** Examples may include, but are not limited to: • formal or informal support • supervision • appraisal • mentoring • peer support • within and outside the organisation
2. Be able to assess own personal and professional development needs, and plan and record progress
2.2 Others: In this context, this will likely refer to line manager, assessor and/or supervisor. It could also include: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • professionals from other services **2.3 Personal and professional development plan:** May be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives, timescales for review.
3. Understand the value of reflective practice
3.1 Scope of reflective practice: Learners should recognise that it is also important to reflect on the practice or behaviours of others as well as reflect on events, activities and situations in order to gain insight and understanding.

Range
4. Be able to use reflective practice to improve ways of working
4.1 Learning activities: Evaluation must cover a range of learning activities and must include reference to online learning, for example: • e-learning • virtual classrooms • online tutorials • webinars • interest research • face-to-face methods (where learner has access)

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2, 4 and 5 must be assessed in a real work environment (RWE). Relationship to NOS: • SCDHSC0033 • SFHGEN12 • SFHGEN13

AC M4 Person-centred practice, choice and independence (H/650/1369)

Unit summary				
This unit is aimed at those working in a wide range of adult care settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**39 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the application of person-centred practices in care settings	1.1 Explain how **person-centred values** can be applied in a range of situations
	1.2 Describe ways to build **relationships** with **individuals** effectively
	1.3 Explain how and why person-centred values and **strength-based approaches** must influence all aspects of care work
	1.4 Describe how **care plans** and **other resources** can be used to apply: • person-centred values • strength-based approaches
	1.5 Evaluate how active participation of individuals and others in care planning promotes person-centred values and strength-based approaches when: • meeting an individual's holistic needs • **planning for their futures**
	1.6 Explain how to collate feedback to support delivery of person-centred care in line with roles and responsibilities
	1.7 Describe how to support individuals to question or challenge decisions made about them by others
2. Understand the importance of individuals' relationships	2.1 Identify different relationships and people who may be important to individuals, including intimate or sexual relationships
	2.2 Analyse the impact maintaining and building relationships can have on individuals
	2.3 Describe own role in supporting individuals to maintain and build relationships
3. Be able to apply person-centred approaches	3.1 Work with an individual and **others** to establish and understand the individual's **history, preferences, wishes, strengths and needs**
	3.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs
	3.3 Respond to individuals' changing needs or preferences and adapt actions and approaches accordingly
	3.4 Demonstrate respect for individuals' lifestyle, choices and relationships
	3.5 Demonstrate ways to promote understanding and application of **active participation** to others

Learning outcomes The learner will:	**Assessment criteria** The learner can:
4. Be able to promote individuals' rights to make choices	4.1 Support individuals to make informed choices and decisions
	4.2 Establish **informed consent** when providing care and support
	4.3 Use support mechanisms and guidance to support the individual's right to make choices
	4.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
5. Be able to promote individuals' independence	5.1 Involve individuals in their care and support
	5.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care
	5.3 Identify a range of **technologies** that can support or maintain individuals' independence
6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	6.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
	6.2 Compare the different **risk assessment methods** that are used in different situations and own role within these
	6.3 Explain the importance of reviewing and updating individuals' risk assessments
	6.4 Describe when risk assessments should be reviewed and updated and who should be involved in the process

Range
1. Understand the application of person-centred practices in care settings
1.1 Person-centred values: These might include, but are not limited to: • individuality • rights • choice • privacy • independence • dignity • respect • partnership **1.2 Relationships:** Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should also take into consideration intimacy, sexuality and sexual relationships. **1.2 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
1.3 Strength-based approaches: Sometimes referred to as ‘asset-based approaches’. This approach focuses on individuals’ strengths/resources, building on their abilities to maintain their wellbeing and independence. **1.4 Care plans:** A care plan may be known by other names in different settings (for example, support plan, individual plan). It is a document in which day-to-day requirements and preferences for care and support are detailed and accessible to those involved in their care and support. Learners should consider their own role in using care plans when providing person-centred care, as well as how care plans are used to create and enable person-centred care. They should demonstrate understanding of how individual needs, wishes and preferences are reflected within the care plan. In addition, they should demonstrate awareness of people involved in creating a care plan, such as the individual and those important to them, as well as professionals, and how the care plan is reviewed to ensure it continues to reflect the individual’s aspirations. **1.4 Other resources:** These might include, but are not limited to: • one-page profiles • advance care plans • assessment from other organisations • information from other people important to the individual **1.5 Planning for their futures:** This might include, but is not limited to: • living arrangements • health and wellbeing • relationships • education or employment • end of life care
3. Be able to apply person-centred approaches
3.1 Others: In this context, may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers • advocates

Range
3.1 History, preferences, wishes, strengths and needs: These may be based on experiences, desires, values, beliefs or culture, and may change over time. **3.5 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
4. Be able to promote individuals' rights to make choices
4.2 Informed consent: Where an individual with capacity to consent voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives.
5. Be able to promote individuals' independence
5.3 Technologies: To include assistive technology and/or digital technology.
6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence
6.2 Risk assessment methods: In line with organisational policies, procedures and practices.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0035 • SCDHSC0332 • SCDHSC0350 • SCDHSC0034 • SCDHSC3111 • SFHGEN12

AC M4B Understand how to promote personal wellbeing (L/650/1370)

Unit summary				
In this unit, learners are encouraged to consider their own personal wellbeing and the impact of a range of factors. They will explore how their personal wellbeing can affect others, their practice and their own health. Learners will look at stress, different strategies to manage stress and sources of support to maintain and improve wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand own wellbeing	1.1 Explain what is meant by: • personal wellbeing • self-care • resilience
	1.2 Give examples of **factors** that positively and negatively influence **own wellbeing**
	1.3 Describe **indicators** of own wellbeing and deterioration in wellbeing
2. Understand the importance of maintaining and improving own wellbeing	2.1 Explain the **potential impact** of own wellbeing on: • own role and behaviour • **others**
3. Know how to maintain and improve own wellbeing	3.1 Describe a range of **strategies** to maintain and improve own wellbeing
	3.2 Describe a range of wellbeing **support offers** available and how to access them
	3.3 Identify how to access professional help if needed
4. Know how to manage own stress and anxiety	4.1 Explain what is meant by '**stress**' and 'anxiety'
	4.2 Describe how to recognise indicators of stress and anxiety in oneself
	4.3 Describe examples of factors that can trigger stress and anxiety in oneself
	4.4 Explain how stress and anxiety may affect own reactions and behaviours towards others
	4.5 Explore strategies for managing own stress and anxiety
	4.6 Explain how to access a range of support offers

Range
1. Understand own wellbeing
1.2 Factors: Should be specific to the learner. The learner should show consideration of environmental, physical, social and psychological factors inside and outside the workplace. Learners should also consider internal factors that may influence their response and resilience to different triggers.

Range
1.2 Own wellbeing: In this context, wellbeing refers to that of the learners. Wellbeing is a broad concept referring to a person's quality of life, taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing. **1.3 Indicators:** Should be specific to the learner. The learner should show consideration of physical, emotional and psychological indicators.
2. Understand the importance of maintaining and improving own wellbeing
2.1 Potential impact: Learners should indicate how wellbeing can affect different aspects of health both in the short term and long term. **2.1 Others:** Examples may include, but are not limited to: • team members • other colleagues • individuals accessing care and support services • families • carers and other professionals Learners may also wish to consider their personal relationships.
3. Know how to maintain and improve own wellbeing

3.1 Strategies:
 	
Should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.
 	
3.2 Support offers:
 	
The range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to.
 	
For example:
 	
• internal:
  ○ supervision
  ○ employee assistance scheme
  ○ mentor or buddying systems
  ○ wellbeing sessions
• external:
  ○ self-help tools
  ○ apps and websites

Range
○ local groups and networks
4. Know how to manage own stress and anxiety
4.1 Stress: Stress can have positive, as well as negative, effects on a person. In this context, learners should refer to the negative impacts of stress.

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

AC M5 Promote equality, diversity, inclusion and human rights in care settings (M/650/1371)

Unit summary				
This unit covers the concepts of equality, diversity, inclusion and human rights which are fundamental in an adult care setting. Learners will develop understanding of these concepts, why they are important and how to apply them in practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand influences on working practices to promote equality, diversity, inclusion and human rights	1.1 Summarise how **legislation**, policies and codes of practice apply to and influence own work role
	1.2 Describe how **external factors** influence own work role
2. Understand the importance of equality, diversity, inclusion and human rights within your work setting	2.1 Define each of the following terms within the context of own practice: • diversity • equality • inclusion • discrimination • unconscious bias • protected characteristics • human rights
	2.2 Explain how inclusive practice and cultures promote equality, diversity, inclusion and human rights
	2.3 Evaluate how the promotion of equality, diversity, inclusion and human rights can lead to improved outcomes for **individuals**
	2.4 Describe how own organisation promotes equality, diversity, inclusion and human rights
	2.5 Reflect on **own role in promoting** equality, diversity, inclusion and human rights
3. Know how to promote equality, diversity, inclusion and human rights	3.1 Describe the potential **effects** of discrimination
	3.2 Give examples of how unconscious bias may affect own and **others'** behaviour
	3.3 Describe how to respond to and challenge discrimination in a way that promotes positive change
	3.4 State how and to whom discriminatory or exclusive behaviour should be reported
4. Be able to work in an inclusive way	4.1 Interact with individuals and others in a way that respects their lifestyle, beliefs, culture, values and preferences
	4.2 Demonstrate how to promote a culture that supports inclusive practices
	4.3 Reflect on and make improvements to own practice in promoting equality, diversity, inclusion and human rights

Range
1. Understand influences on working practices to promote equality, diversity, inclusion and human rights
1.1 Legislation: These must relate to equality, diversity, inclusion, discrimination and human rights, for example: • Equality Act 2010 • Human Rights Act 1998 • Mental Capacity Act 2005 and as amended 2007 • Mental Capacity (Amendment) Act 2019 • Care Act 2014 • Autism Act 2009 **1.2 External factors:** For example: • societal movements and campaigns • periods in modern history
2. Understand the importance of equality, diversity, inclusion and human rights within your work setting
2.3 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.5 Own role in promoting:** This may include the learner's role in the following contexts: • within their team, workplace or organisation • within networks of practice • within the community • supporting or advising other professionals with regards to reasonable adjustments for individuals
3. Know how to promote equality, diversity, inclusion, and human rights
3.1 Effects: Examples to include effects on: • the individual • their loved ones • those who inflict discrimination and the wider community and society

Range
3.2 Others: In this context, this refers to everyone a worker is likely to come into contact with, including: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC3111

AC M6 Promote health and safety in care settings (R/650/1372)

Unit summary				
This unit is aimed at those working in care settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**45 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a care **work setting**
	1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer
	1.3 Describe the main health and safety responsibilities of: • self • the employer or manager • **others** in the work setting
	1.4 Identify specific **tasks** in the work setting that should not be carried out without special training
2. Understand procedures for responding to accidents and sudden illness	2.1 Describe different types of accidents and sudden illness that may occur in own work setting
	2.2 Explain procedures to be followed if an accident or sudden illness should occur
3. Be able to carry out own responsibilities for health and safety	3.1 Use policies and procedures or other agreed ways of working that relate to health and safety
	3.2 Support others' understanding and follow safe practices
	3.3 Monitor potential health and safety risks
	3.4 Use risk assessment in relation to health and safety
	3.5 Minimise and manage potential risks and hazards
	3.6 Access additional support or information relating to health and safety
4. Be able to move and handle equipment and other objects safely	4.1 Explain the main points of legislation that relate to moving and handling
	4.2 Explain the principles for safe moving and handling
	4.3 Move and handle equipment and other objects safely
5. Be able to handle hazardous substances and materials	5.1 Describe types of hazardous substances that may be found in the work setting
	5.2 Demonstrate safe practices for: • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
6. Be able to promote fire safety in the work setting	6.1 Describe practices that prevent fires from: • starting • spreading
	6.2 Explain emergency procedures to be followed in the event of a fire in the work setting
	6.3 Demonstrate measures that prevent fires from starting
	6.4 Ensure clear evacuation routes are always maintained

Learning outcomes The learner will:	**Assessment criteria** The learner can:
7. Be able to implement security measures in the work setting	7.1 Explain the importance of ensuring that others are aware of own whereabouts
	7.2 Follow agreed procedures for checking the identity of anyone requesting access to: • premises • information
	7.3 Use measures to protect own security and the security of others in the work setting

Range
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety
1.1 Work setting: This may include one specific location or a range of locations, depending on the context of a particular work role. **1.2 Policies and procedures:** This may include other agreed ways of working as well as formal policies and procedures. **1.3 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **1.4 Tasks:** These may include, but are not limited to: • use of specific equipment • first aid • medication • health care procedures • food handling and preparation

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4, 5, 6 and 7 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0032

AC M6B Support the health and wellbeing of individuals in a care setting (T/650/1373)

Unit summary				
This unit covers the importance of maintaining health and wellbeing in an adult care setting. Learners will explore the links between self-esteem and wellbeing and how to recognise changes in health and wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of individuals' wellbeing	1.1 Explain the relationship between identity, self-image and self-esteem, and the impact on an **individual's wellbeing**
	1.2 Explain how a range of **factors** have a positive and negative influence on individuals' wellbeing
	1.3 Describe how to access a **range of services and resources** available to support individuals' wellbeing
	1.4 Explain how an individual's wellbeing may affect their behaviours and relationships
2. Know how to monitor individuals' health and wellbeing	2.1 Explain how to engage and involve individuals in monitoring their own health and wellbeing
	2.2 Describe **early indicators of physical and mental health deterioration**
	2.3 Describe how and who to escalate concerns about an individual's health deterioration
3. Be able to assess and respond to changes in an individual's health and wellbeing	3.1 Engage and involve individuals in understanding and monitoring their health and wellbeing
	3.2 Demonstrate use of **appropriate tools** to monitor and report changes in health and wellbeing
	3.3 Record observations of health and wellbeing and take **appropriate action**
4. Be able to promote individuals' health and wellbeing	4.1 Support an individual in a way that promotes their sense of identity, self-image and self-esteem
	4.2 Demonstrate ways to contribute to an environment that promotes wellbeing
	4.3 Apply person-centred approaches when working with individuals and others to improve health and wellbeing

Range
1. Understand the importance of individuals' wellbeing
1.1 Individual's wellbeing: In this context, relates to people accessing care and support services. Wellbeing is a broad concept referring to a person's quality of life, taking into account health, happiness and comfort. Learners could also consider the principles of wellbeing as defined in the Care Act 2014: • personal dignity (including treatment of the individual with respect) • physical and mental health, and emotional wellbeing

Range
• protection from abuse and neglect • control by the individual over their day-to-day life (including over care and support, or support, provided to the individual and the way in which it is provided) • participation in work, education, training or recreation • social and economic wellbeing • domestic, family and personal relationships • suitability of living accommodation • the individual's contribution to society They may also include cultural and spiritual wellbeing. **1.2 Factors:** Factors affecting wellbeing will be different for different people. Learners should show consideration of a range of environmental, physical, social and psychological factors, and how they can have a positive or negative influence on individuals' wellbeing. **1.3 Range of services and resources:** Learners should consider a range of services and resources available within their organisation and externally that could support individuals' different wellbeing strengths and needs.
2. Know how to monitor individuals' health and wellbeing
2.2 Early indicators of physical and mental health deterioration: Also referred to as 'soft signs' of deterioration, for example: • restlessness • confusion • temperature changes • changes in mobility • pain • discoloured skin • changes in appetite • breathing difficulties • changes to urine or bowel habits • sickness • changes in mood or temperament
3. Be able to assess and respond to changes in an individual's health and wellbeing
3.2 Appropriate tools: May vary depending on learner's role and organisational practices, for example: • 'Stop and Watch' • RESTORE2 • national early warning score (NEWS)2 • situation, background, assessment, recommendation, decision (SBARD) • face, arms, speech, time (FAST)

Range
• technological aids **3.3 Appropriate action:** This will vary according to the learners' role, organisational practices and the specific changes in an individual's wellbeing. Action must include recording and reporting and may include referring to a colleague or another organisation. The learner should follow through any other actions that would be necessary (for example, measures taken to provide reassurance and promote comfort).

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

AC M7 Scope and responsibilities of an adult care worker (Y/650/1374)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer, and work in partnership with others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand agreed ways of working	1.1 Explain why it is important to work within the scope of own role, responsibility and training
	1.2 Explain what is meant by a **delegated healthcare task:** • who might delegate a healthcare task • reasons for delegating a healthcare task
	1.3 Describe own role in **quality assurance processes** and promoting positive experiences for individuals accessing care
2. Be able to work in ways that are agreed with the employer	2.1 Access full and up-to-date details of **agreed ways of working**
	2.2 Implement agreed ways of working
3. Understand working relationships in adult care settings	3.1 Explain how a working relationship is different from a personal relationship
	3.2 Describe different **working relationships** in adult care settings
	3.3 Explain why it is important to work in partnership with **others**
	3.4 Describe different skills/approaches required when working in partnership with others
	3.5 Identify how and when to access support and advice about: • partnership working • resolving conflicts in relationships and partnerships
4. Be able to work in partnership with others	4.1 Demonstrate ways of working that can improve partnership working

Range
1. Understand agreed ways of working
1.2 Delegated healthcare task: A health intervention or activity which is usually of a clinical nature, and which has been delegated to a paid care worker by a registered healthcare professional. Examples of delegated healthcare tasks may include, but are not limited to: • supporting skin integrity and wound healing by changing dressing • supporting a person's nutrition using a percutaneous endoscopic gastronomy (PEG) • supporting a person to manage their diabetes through insulin administration and monitoring

Range
1.3 Quality assurance processes: To include own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures.
2. Be able to work in ways that are agreed with the employer
2.1 Agreed ways of working: To include policies and procedures, job descriptions and less formal agreements, and expected practices.
3. Understand working relationships in adult care settings
3.2 Working relationships: Must include the following within the context of their work role: • individuals accessing care and support services • friends, family and loved ones of those accessing care and support services • peers and team members • other colleagues (paid and volunteers) within the organisation • managers and senior management • paid workers and volunteers from other organisations and teams **3.3 Others:** In this context, examples may include but are not limited to: • peers, team members and colleagues • other professionals • individuals accessing care or support and families, friends, advocates or others who are important to individual people • manager and senior management • paid workers and volunteers from other teams

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0023 • SCDHSC0024

AC M8 Understand duty of care (A/650/1375)

Unit summary				
This unit is aimed at those who work in a wide range of settings. It introduces the worker's role in addressing dilemmas and conflicts that may arise where there is a duty of care and how to respond to comments and complaints. The unit also covers how to recognise adverse events, incidents, errors and near misses, and prevent their occurrence in the future.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care relates to duty of candour
	1.3 Explain how duty of care contributes to safeguarding and protecting **individuals'** right to live in safety and free from abuse and neglect
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Describe how to work with individuals and others to manage conflicts and dilemmas related to duty of care effectively and achieve positive outcomes for individuals
	2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to comments and complaints	3.1 Describe own role in listening and responding to comments and complaints
	3.2 Summarise the main points of agreed procedures for handling comments and complaints
	3.3 Explain the importance of empowering individuals and **others** to express their comments and complaints
4. Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Give an example of what is meant by each of the following: • adverse events • incidents • errors • near misses
	4.2 Describe how to recognise, report and respond to adverse events, incidents, errors and near misses
	4.3 Explain how own role in recognising and responding to adverse events, incidents, errors and near misses can prevent further occurrences and improve quality of care

Range
1. Understand how duty of care contributes to safe practice
1.3 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
3. Know how to respond to concerns and complaints
3.3 Others: In this context, this refers to everyone a worker is likely to come into contact with, including: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0023 • SCDHSC0024 • SCDHSC0227 • SCDHSC0034 • SCDHSC0035

AC M9 Understand how to safeguard individuals (D/650/1376)

Unit summary				
This unit is aimed at those working in any setting where an adult may be accessing care or support. It covers the important area of safeguarding individuals from different types of abuse. Learners will explore how to recognise the risk of abuse and when it might be occurring. They will consider why individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or disclosed.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the national and local context of safeguarding and protection from abuse and neglect	1.1 Explain how **relevant legislation** and **principles** relate to safeguarding and protection from abuse and neglect
	1.2 Identify the relevant: • **national policies and frameworks** • **local systems** relating to safeguarding and protection from abuse and neglect
	1.3 Explain the roles of different agencies in safeguarding and protecting individuals' right to live in safety and be free from abuse and neglect
	1.4 Give examples of how reports into serious failures of upholding individuals' rights to live free from abuse and neglect have influenced current practice
	1.5 Identify sources of information and advice about own role in relation to: • safeguarding concerns • **whistleblowing** • accountability for decision-making • information sharing
2. Know how to recognise signs of abuse and neglect	2.1 Explain what is meant by each of the following terms: • safeguarding • abuse • harm
	2.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse and neglect
	2.3 Define each of the following forms of abuse and neglect: • physical abuse • **domestic abuse** • sexual abuse • psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • organisational abuse

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	• neglect/acts of omission • self-neglect
	2.4 Describe **indicators** that may raise concerns that an individual is, or is at risk of, being abused and/or neglected
	2.5 Describe indicators that may cause concerns about a perpetrator's behaviour
3. Understand ways to reduce the likelihood of abuse or neglect occurring	3.1 Explain how the likelihood of abuse or neglect may be reduced by: • working with **person-centred values** • enabling **active participation** • promoting choice and rights • working in partnership with others • supporting individuals with awareness of personal safety
	3.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse or neglect
4. Know how to respond to suspected or disclosed abuse and neglect	4.1 Explain the main **actions** to take if there are suspicions that an individual is being abused or neglected
	4.2 Describe how to respond if an individual discloses that they are being abused
	4.3 Describe how to share information about suspicions or disclosures of abuse or neglect and the potential issues relating to consent
	4.4 Describe how the individual and others should be kept informed and involved about their safeguarding concern appropriately and in line with policies and procedures
	4.5 Identify ways to ensure that evidence of abuse or neglect is preserved
	4.6 Identify how and when to seek support in relation to responding to safeguarding concerns
	4.7 State how to respond to suspicion or disclosure that a child or young person is being abused or neglected
5. Know how to recognise and report unsafe practices	5.1 Describe **unsafe practices** that may affect the **wellbeing** of individuals
	5.2 Explain the actions to take if unsafe practices have been identified
	5.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but no action has been taken in response
6. Understand the principles of online safety	6.1 Explain the importance of balancing measures for online safety with the benefits for individuals accessing electronic systems and devices, and the right to make informed decisions
	6.2 Describe the potential risks presented by: • use of electronic communication devices • use of the internet • use of social networking sites • carrying out financial transactions online
	6.3 Describe ways of working inclusively with individuals to reduce the risks presented by each of these types of activity

Range
1. Understand the national and local context of safeguarding and protection from abuse and neglect
1.1 Relevant legislation: Learners should consider how different legislation relates to and influences safeguarding practices. This may include, but is not limited to: • Care Act 2014 • Liberty Protection Safeguards • Mental Capacity Act 2005 and as amended 2007 • Mental Capacity (Amendment) Act 2019 • Human Rights Act 1998 • Equality Act 2010 • Mental Health Act 1983 and as amended 2007 • Health and Social Care Act 2012 **1.1 Principles:** For example, the 6 principles of safeguarding embedded within the Care Act 2014: • empowerment • prevention • proportionality • protection • partnership • accountability **1.2 National policies and frameworks:** For example: • Making Safeguarding Personal • codes of practice **1.2 Local systems:** Examples may include, but are not limited to: • employer/organisational policies and procedures • multi-agency adult protection arrangements for a locality • safeguarding adults boards (SABs) **1.5 Whistleblowing:** Where a person (the whistleblower) exposes any kind of information or activity that is deemed illegal, unethical or incorrect. Whistleblowing is necessary when no action has been taken to address the issue despite following usual reporting procedures.

Range
2. Know how to recognise signs of abuse and neglect
2.2 Factors: Examples may include, but are not limited to: • a setting or situation • the individual and their care and support needs • social isolation and exclusion **2.2 Individual:** Will usually mean the person supported by the learner but may include those for whom there is no formal duty of care. **2.3 Domestic abuse:** Learners should consider acts of control and coercion. **2.4 Indicators:** Learners should consider different kinds of abuse/neglect and the associated physical, emotional, behavioural and social indicators that suggest they may be occurring or have occurred.
3. Understand ways to reduce the likelihood of abuse or neglect occurring
3.1 Person-centred values: Examples may include, but are not limited to: • individuality • rights • choice • privacy • independence • dignity • respect • care • compassion • courage • communication • competence • partnership **3.1 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Range
4. Know how to respond to suspected or disclosed abuse and neglect
4.1 Actions: Are those within the learner's responsibilities to respond to disclosures or suspicions of abuse according to internal policies and procedures. They should include actions to take if the disclosure or suspicion implicates: • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others
5. Know how to recognise and report unsafe practices
5.1 Unsafe practices: Examples may include, but are not limited to: • poor working practices • resource difficulties • operational difficulties **5.1 Wellbeing:** Refers to all aspects of an individual's quality of life, taking into account health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0023 • SCDHSC0024

AC M10 Understand mental capacity and restrictive practices (F/650/1377)

Unit summary				
This unit covers the legislation and underpinning principles surrounding mental capacity in adult care. Learners will explore their role in applying these principles in practice, developing an awareness of how restrictive practice may occur and recognising when and how to raise concerns.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the principles of mental capacity in adult care	1.1 Summarise the main purpose and **principles** of relevant **legislation and codes of practice** relating to mental capacity and how these principles interact
	1.2 Explain how these principles underpin practice in adult care
	1.3 Explain what is meant by 'valid consent'
	1.4 Describe a range of **factors** that influence an **individual's** mental capacity and ability to express consent
	1.5 Explain the relationship between an individual's mental capacity, consent, choice and safety
2. Understand the application of the principles of mental capacity and consent	2.1 Describe own role and responsibilities in relation to relevant principles, legislation and codes of practice, and upholding individuals' rights
	2.2 Explain the importance of establishing an individual's consent when providing care and support
	2.3 Give examples of how personal values and attitudes can influence perceptions of: • different situations • individuals' capacity
	2.4 Describe a range of **strategies and skills** that could be used to maximise individuals' capacity to make their own decisions
	2.5 State own role in identifying when an assessment of capacity may be required
	2.6 Explain the **steps to take** if consent cannot be readily established and own role in this
3. Understand restrictive practices	3.1 Explain what is meant by **'restrictive practice'**
	3.2 Explain the importance and impact of seeking the least restrictive option for individuals
	3.3 Identify how to raise concerns when restrictions appear out of proportion with evident risk
	3.4 Summarise the organisational policies and procedures in relation to restrictive practices and own role in implementing these

Range
1. Understand the principles of mental capacity in adult care
1.1 Principles: Must include the principle of ‘best interest’. Learners must also consider the 5 key principles that underpin the Mental Capacity Act 2005 and as amended 2007. **1.1 Legislation and codes of practice:** Examples include: • Liberty Protection Safeguards • Mental Capacity Act 2005 and as amended 2007 • Mental Capacity (Amendment) Act 2019 • Mental Health Act 1983 and as amended 2007 • Care Act 2014 • Data Protection Act 2018 **1.4 Factors:** Learners should consider how mental capacity can vary according to the type of decision to be made and can fluctuate from day to day. Learners should demonstrate understanding of the 4 step processes involved in making decisions as defined by the Mental Capacity Act 2005 and as amended 2007. In addition to factors relating to the individual, learners should consider how the behaviour of others, such as controlling or coercive behaviour, can influence individuals and how the role of accessible forms of communication enables decision-making. Other external factors could include the surrounding environment, noise and time of day. **1.4 Individual:** Refers to someone accessing care or support; it will usually mean the person or people supported by the learner.
2. Understand the application of the principles of mental capacity and consent
2.4 Strategies and skills: Include using communication and engagement skills effectively to provide practical support. Learners should explore ways of providing information in different formats, for example: • using communication aids • addressing environmental factors • listening • recognising and responding appropriately to coercive behaviours **2.6 Steps to take:** Adhering to the principles of the Mental Capacity Act 2005 and as amended 2007, as well as organisational policies and procedures to include best interest decisions.

Range
3. Understand restrictive practices
3.1 Restrictive practice: Learners should consider situations where intentional and inadvertent restrictions and restraint of individuals may occur. Learners should include a range of examples to demonstrate awareness of restrictions or restraint which may be used in the following ways: • physical • mechanical • chemical • seclusion • segregation • psychological restraint • threat of restraint

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

AC M11 Infection prevention and control in a care setting (H/650/1378)

Unit summary				
This unit is aimed at those who work in a wide range of care settings. The unit looks at the prevention and control of infection, including the spread of infection.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand own role in the prevention and control of the spread of infection	1.1 Describe the different **types of infection**
	1.2 Describe how the chain of infection can lead to the **spread of infection**
	1.3 Explain how to identify **individuals** who have, or are at risk of, developing an infection
	1.4 Identify actions that should be taken to reduce the risks of infection to individuals and **others**
	1.5 Describe own role and responsibilities: • identifying an outbreak or spread of infection • actions to take once an infection outbreak or spread has been identified
	1.6 Describe own responsibilities for ensuring that cleaning and **decontamination** of environments and equipment is carried out according to the level of risk
	1.7 Describe own role in supporting others to follow practices that reduce the spread of infection
2. Be able to work in ways to prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use **personal protective equipment (PPE)** appropriate to the risk and situation
	2.2 Identify when it is necessary to perform **hand hygiene**
	2.3 Perform hand hygiene prior to and following appropriate **points of contact** using approved techniques and products
	2.4 Demonstrate ways of working to ensure that own health and hygiene does not pose a risk to individuals and others

Range
1. Understand own role in the prevention and control of the spread of infection
1.1 Types of infection: Could include: • bacterial • viral • fungal • parasitic • protozoan

Range
1.2 Spread of infection: Learners should describe each of the 6 links of the chain of infection to illustrate how infection can spread. They should also demonstrate awareness of the different modes of transmission infection (for example, airborne, droplet, contact, through body fluids, contaminated food or objects). **1.3 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.4 Others:** In this context, this refers to everyone a worker is likely to come into contact with, including themselves: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers **1.6 Decontamination:** The process of removing or neutralising harmful microorganisms from an item or surface, by cleaning, disinfection and/or sterilisation, to reduce the spread of infection.
2. Be able to work in ways to prevent and control the spread of infection
2.1 Personal protective equipment (PPE): The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean that after risk assessment PPE is not required. **2.2 Hand hygiene:** Using recommended handwashing techniques, approved products and the use of sanitiser where indicated. **2.3 Points of contact:** Key moments when hand hygiene should take place to prevent cross infection, for example: • before and after physical contact with each individual • prior to cleaning procedures • after risk of exposure to body fluids • following removal of gloves

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 2 must be assessed in a real work environment (RWE).

Optional units

Aspects of support units

HSC AS 2 Co-ordinate activity provision in adult social care (Y/616/6327)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate activity provision in adult social care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, policies and codes of practice in relation to co-ordinating person-centred activities	1.1 Describe current legislation, regulation and codes of practice that underpin safety when co-ordinating **activities**
	1.2 Explain the benefits of activities on: • social inclusion • physical development • emotional development • cognitive development
	1.3 Describe the role of practitioners in ensuring that activities reflect **individual** interests, choices, preferences and needs
2. Understand the principles of co-ordinating individual and group activities	2.1 Explain the benefits of an enabling environment in co-ordinating activities
	2.2 Summarise group dynamic theories in relation to the management of group activities
	2.3 Describe the impact of activities on learning and regaining skills
	2.4 Explain the benefits of clear aims and objectives when co-ordinating and organising activities
	2.5 Explain how to support **others** to embed **activity-based models of care** in daily tasks
	2.6 Compare different methods of monitoring and evaluating activity provision
3. Be able to plan and prepare for individual and group activity provision	3.1 Identify with individuals and group members' interests, choices, preferences and needs
	3.2 Agree outcomes of an activity with others
	3.3 Engage individuals, group members and others to contribute to planning and preparing an activity
	3.4 Produce a budget to secure resources for agreed activities
	3.5 Plan and organise with individuals and others a variety of responsive activities
	3.6 Identify and address any risks associated with planned activities
	3.7 Organise and communicate **accessible information** about activities to others

Learning outcomes The learner will:	**Assessment criteria** The learner can:
4. Be able to guide and support individuals and groups during activities	4.1 Work with others to support individuals and group members in ways that encourage **active participation**
	4.2 Work with others to set the direction of an activity
	4.3 Work with others to encourage and coach individuals and group members during an activity
	4.4 Observe and adjust support to meet the needs of individuals and group members during an activity
	4.5 Support others to contribute to individual and group activities
5. Be able to contribute to the evaluation of individual and group activities	5.1 Seek feedback from individuals and others during and after an activity
	5.2 Agree process and criteria for reviewing and evaluating feedback
	5.3 Evaluate the benefits of activities and agree improvements with individuals and others
	5.4 Record and report on the outcomes and any changes to improve an activity

Range

1. Understand legislation, policies and codes of practice in relation to co-ordinating person-centred activities

1.1 Activities:

Examples may include, but are not limited to:

- leisure and recreational
- social activities such as visits and trips
- religious and cultural interests
- entertainment
- hobbies
- self-care activity
- spontaneous activity
- therapeutic activity (for example, reminiscence therapy, relaxations and anxiety management, remedial games, art or music)
- therapy assistance (for example, physiotherapy, occupational therapy, speech therapy)

1.3 Individual:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

2. Understand the principles of co-ordinating individual and group activities

2.5 Others:

Examples may include, but are not limited to:

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

Range
2.5 Activity-based models of care: Examples may include, but are not limited to: • social model of care (daily living and self-care tasks) • choice and control • experts by experience • outcomes-focused service
3. Be able to plan and prepare for individual and group activity provision
3.7 Accessible information: Examples may include, but are not limited to: • internal communication systems • external communication systems • leaflets and posters • social media • assistive technology
4. Be able to guide and support individuals and groups during activities
4.1 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0393

HSC AS 3 Principles of advocacy (D/616/6328)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to principles of advocacy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand advocacy in health and social care	1.1 Define what is meant by advocacy
	1.2 Identify **types of advocacy**
	1.3 Explain what is meant by a statutory advocacy duty
	1.4 Outline **when advocacy services should be provided**
	1.5 Explain the role of **formal and informal advocates** in supporting **individuals**
	1.6 Identify the different steps within the advocacy process
	1.7 Outline barriers to accessing advocacy
2. Understand the principles and values underpinning advocacy	2.1 Describe the **principles and values** underpinning advocacy
	2.2 Explain the role of advocacy in promoting the rights of individuals
3. Understand the roles and responsibilities of an advocate	3.1 Identify current guidance and codes of practice in relation to advocacy support in adult social care
	3.2 Describe the roles and responsibilities of an advocate
	3.3 Describe the skills, attitudes and attributes needed for advocacy
	3.4 Explain why it is important that an advocate's personal views do not influence choices and decision-making during advocacy
	3.5 Outline the limits and boundaries of an advocate
	3.6 Outline the process of referral and signposting to other professionals and agencies
	3.7 Identify how the outcomes of advocacy support are shared and recorded
4. Understand how to provide advocacy support	4.1 Explain the benefits of presenting information using appropriate methods and formats to support choices and decision-making
	4.2 Outline ways the practitioner can support individuals to explore options without imposing their own views
	4.3 Give examples of strategies that can be used to support individuals to participate in discussions and decision-making
5. Understand how to safeguard the wellbeing of individuals during advocacy	5.1 Give examples of dilemmas and conflict which may occur during the advocacy process
	5.2 Identify strategies to use to resolve conflict or dilemmas during advocacy support
	5.3 Outline actions to take in response to safeguarding concerns
	5.4 Identify sources of information and support for advocates

Range
1. Understand advocacy in health and social care
1.2 Types of advocacy: Examples may include, but are not limited to: • independent advocacy and appropriate person • statutory advocacy duties • advocacy relating to mental capacity • advocacy relating to complaints and appeals **1.4 When advocacy services should be provided:** Examples may include, but are not limited to: • assessment of needs • carer's assessment • care or support plan • review of a care or support plan • safeguarding enquiry or review • appeals or complaints **1.5 Formal and informal advocates:** Examples may include, but are not limited to: • self-advocacy • group advocacy • peer advocacy • citizen advocacy • professional advocacy • non-instructed advocacy **1.5 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the principles and values underpinning advocacy
2.1 Principles and values: Examples may include, but are not limited to: • advocacy and the duty to involve • empowerment and enablement • independence, choice and wellbeing • positive risk-taking • active participation • personalisation • best interests

Range
• rights relating to complaints and appeals • the potential for imbalance of power in relationships • rights relating to choices and decision-making, including the right to make unwise decisions • importance of differentiation between the advocate's and individual's views • ethical considerations

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0023 • SCDHSC0031 • SCDHSC0045 • SCDHSC0335 • SCDHSC0366 • SCDHSC0367 • SCDHSC3111 • SFHPE1

HSC AS 5 Co-ordinate the use of assistive living technology (J/616/6310)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to co-ordinate the use of assistive living technology.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**4 credits**	**31 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how assistive living technology impacts the lives of individuals	1.1 Research the range and availability of assistive technology
	1.2 Explain how the use of **assistive living technology** impacts positive outcomes for **individuals**
2. Be able to facilitate the use of assistive living technology	2.1 Research assistive technology solutions that meet identified needs
	2.2 Explain how assistive living technology solutions can be adapted to meet an individual's needs
	2.3 Assess risks in relation to assistive living technology solutions
	2.4 Describe assessment and referral processes used to secure assistive living technology
	2.5 Support the individual to secure the provision of appropriate assistive living technology
	2.6 Support the individual to use assistive living technology
3. Be able to support the development of others to facilitate the use of assistive living technology	3.1 Provide information to **others** about assistive living technology
	3.2 Provide guidance to others to facilitate the use of assistive living technology
4. Be able to review the provision of assistive living technology	4.1 Review assessment and referral processes used to secure assistive living technology
	4.2 Review the impact of the use of assistive living technology on individuals

Range
1. Understand how assistive living technology impacts the lives of individuals

1.2 Assistive living technology:
 	
Examples may include, but are not limited to:
 	
• electronic:
  ○ sensor mats or pads
  ○ echo box/reminding tool
  ○ keypad entries
  ○ key with lights
  ○ apps for budgeting/direction finding/instructions
  ○ talking books
• physical:
  ○ kettle tippers

Range
○ jar openers ○ special cutlery/utensils ○ key safe box ○ sticks to pull socks up **1.2 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Be able to support the development of others to facilitate the use of assistive living technology
3.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment. Relationship to national occupational standards (NOS): • SCDSS4 • SCDSS6 • SCDSS7 • SCDSS9 • SCDSS11

HSC AS 8 Promote continence management (H/616/6329)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote continence management.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the causes and types of incontinence	1.1 Describe the process of urination and bowel elimination
	1.2 Explain how usual patterns of urinary and bowel action may vary between **individuals**
	1.3 Describe types of: • urinary incontinence • faecal incontinence
	1.4 Describe **factors** that contribute to: • urinary incontinence • faecal incontinence
	1.5 Explain how a change of environment may increase incontinence
2. Understand the effects and risks of incontinence	2.1 Explain how difficulties with continence can affect an individual's self-esteem, health and daily living
	2.2 Describe complications and conditions that may be associated with incontinence
	2.3 Describe how changes in usual patterns of bowel and urinary incontinence can be an indicator of ill health
3. Understand how to support individuals to manage incontinence	3.1 Outline good practice guidelines for managing continence
	3.2 Explain how an individual's personal beliefs and values may affect the management of continence
	3.3 Explain the importance of promoting an individual's privacy and dignity whilst managing continence
	3.4 Explain a range of interventions, **strategies** and **continence aids** used to manage continence for different needs
	3.5 Describe the role of professionals involved in continence management
	3.6 Explain how and when samples of urine and faeces are obtained
4. Be able to support individuals to select strategies and aids to manage continence	4.1 Encourage an individual to express preferences and concerns in relation to continence
	4.2 Support the individual to understand the effects of lifestyle on continence
	4.3 Provide information about different options available to manage continence
	4.4 Agree with the individual: • strategies and/or aids • level and type of support
	4.5 Record agreed strategies and aids to be used in the care and support plan

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to support the use of aids and strategies to manage continence	5.1 Support the individual to use continence equipment
	5.2 Follow infection prevention and control procedures
	5.3 Support individuals with care of the skin and surrounding area
	5.4 Monitor, record and report: • changes in urinary and bowel action • changes in the surrounding skin • levels of support
6. Be able to evaluate strategies and aids for managing continence	6.1 Review the strategies, aids and support provided for managing continence with the individual and **others**
	6.2 Make changes to the strategies and aids as agreed with the individual and others
	6.3 Identify when referral to a professional is necessary

Range
1. Understand the causes and types of incontinence
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.4 Factors:** Examples may include, but are not limited to: • diet • patterns of eating and drinking • ageing • infection • limited mobility • unfamiliar environment • difficulty accessing toilet • confusion • exercise and mobility • use of medication • daily routines
3. Understand how to support individuals to manage incontinence
3.4 Strategies: Examples may include, but are not limited to: • accessible toilets with adaptions • prompting individuals to use toilet • pelvic floor exercises • dietary changes

Range
3.4 Continence aids: Examples may include, but are not limited to: • urinal/commode/bedpan • continence pads • penile sheaths • protective clothing and bedding
6. Be able to evaluate strategies and aids for managing continence
6.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0219

HSC AS 9 Understand how to support individuals to access and engage in education, training and employment (ETE) (Y/616/6330)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals to access and engage in education, training and employment (ETE).				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, statutory guidance and codes of practice in relation to supporting individuals to access and engage in education, training and employment	1.1 Outline the legislation, statutory guidance and codes of practice in relation to accessing education, training and employment
	1.2 Explain how the duty to make reasonable adjustments impacts on an **individual** accessing or engaging in education, training and employment
2. Understand the principles of engagement in education, training or employment for individuals	2.1 Explain how engagement in education, training or employment opportunities can have a positive impact on the **wellbeing** and quality of life for individuals
	2.2 Summarise motivational theories and their influence on individuals engaging with education, training and employment
	2.3 Describe potential **barriers** that may impact an individual's engagement in education, training and employment
	2.4 Explain approaches that may be used to overcome barriers to engaging in education, training and employment
3. Understand support available for individuals in relation to education, training and employment	3.1 Describe current funding initiatives that support individuals to access and engage in education, training and employment
	3.2 Identify agencies and partners that provide support to individuals regarding access to and engagement in education, training and employment
	3.3 Summarise **additional learning support** that is available to learning providers or employers to support individuals to access and engage in education, training and employment
4. Understand how to advise and support individuals to access and engage in education, training or employment	4.1 Describe principles of personalisation and co-production in relation to supporting individuals to access and engage in education, training and employment
	4.2 Describe **information** collated during interview and assessment to enable individuals to make informed decisions
	4.3 Describe **forms of assessment** that may be used to assist an individual to engage in appropriate education, training or employment opportunities
	4.4 Explain how to resolve any issues when providing informed advice
	4.5 Describe the importance of partnership working in facilitating education, training and employment opportunities

Range
1. Understand legislation, statutory guidance and codes of practice in relation to supporting individuals to access and engage in education, training and employment
1.2 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the principles of engagement in education, training or employment for individuals
2.1 Wellbeing: May include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental **2.3 Barriers:** Examples may include, but are not limited to: • lack of confidence • previous experience of education, training and employment • specific learning difficulties (SpLD) • mental ill health • physical or learning disability • anxiety • sensory processing differences • autism spectrum condition (ASC) • transitional
3. Understand support available for individuals in relation to education, training and employment
3.3 Additional learning support: Examples may include, but are not limited to: • statutory or voluntary agency support • physical adaptations • emotional support • financial support • assistive technology • additional and specialist learning support

Range
4. Understand how to advise and support individuals to access and engage in education, training or employment
4.2 Information Examples may include, but are not limited to: • aspirations • aptitude • skills and abilities • interests • experience • qualifications • support needs • preferred career pathways • personal circumstances • language/communication needs • criminal history • education, health and care plans **4.3 Forms of assessment** Examples may include, but are not limited to: • self-assessments • learning styles • skills tests • performance assessments • diagnostic tests • physical capacity and fitness tests • psychometric testing • honesty and integrity tests • pre-employment skills matching

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDSS5

HSC AS 12 Managing pain and discomfort (M/616/6334)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage individuals' pain and discomfort.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**24 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the experience and impact of pain and discomfort	1.1 Identify different **types of pain**
	1.2 Describe the features of different types of pain and **discomfort**
	1.3 Explain **factors** that influence pain and discomfort
	1.4 Explain the association between pain and anxiety
	1.5 Explain the importance of recognising that perception of pain is unique
	1.6 Describe the effects of pain and discomfort on an individual's wellbeing: • physical • emotional
2. Understand how to assess and monitor pain and discomfort	2.1 Describe how **individuals** may express that they are in pain or discomfort
	2.2 Give examples of how an individual's behaviour may indicate that they are in pain or discomfort
	2.3 Explain how pain or discomfort is monitored: • observational • self-monitoring • pain measurement or scoring tools
	2.4 Describe the purpose of measuring pain and discomfort
3. Understand approaches to pain management and minimising discomfort	3.1 Summarise **approaches and theories** used in pain management
	3.2 Describe a range of **interventions** that can be used to alleviate pain and minimise discomfort
	3.3 Describe how an individual's culture and beliefs might influence their preferred approach to symptom management
	3.4 Explain the role of the practitioner in supporting individuals who are experiencing pain and discomfort
	3.5 Describe the possible side effects of medication used for pain relief
	3.6 Describe the roles and responsibilities of others involved with pain management
4. Understand legislation and guidance relating to pain management and minimising discomfort	4.1 Outline how **legislation and guidance** applies to the management of pain and minimising discomfort
	4.2 Outline protocols and agreed ways of working for pain management and minimising discomfort
	4.3 Identify sources of support, information and guidance

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to support individuals to manage pain and discomfort	5.1 Encourage individuals to communicate or express their pain and discomfort
	5.2 Assess pain levels using approved assessment tools
	5.3 Support individuals and carers to take measures to alleviate pain and discomfort
	5.4 Carry out agreed measures to alleviate an individual's pain and discomfort
6. Be able to monitor, record and report on the management of individuals' pain or discomfort	6.1 Monitor the effectiveness and side effects of interventions used to relieve pain and discomfort
	6.2 Complete records according to agreed ways of working
	6.3 Report findings and concerns as required

Range
1. Understand the experience and impact of pain and discomfort
1.1 Types of pain: Examples may include, but are not limited to: • acute and chronic pain • breakthrough pain • the range of different sensations of pain and discomfort (for example, aches, cramp, itching, burning, neuralgia, spasm, crushing, soreness, stabbing, throbbing, numbness, pins and needles) **1.2 Discomfort:** Examples may include, but are not limited to: • nausea • side effects of medication **1.3 Factors:** Examples may include, but are not limited to: • the type of pain • the purpose of the pain (for example, positive pain associated with healing, recovery, endurance, or childbirth where outcome is positive, and negative as a sign of injury, tissue damage or warning) • individual perceptions and experiences of pain • different emotions such as fear, anxiety and tension
2. Understand how to assess and monitor pain and discomfort
2.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
3. Understand approaches to pain management and minimising discomfort
3.1 Approaches and theories: Examples may include, but are not limited to: • holistic approach • person-centred • palliative • gate control theory of pain **3.2 Interventions:** Examples may include, but are not limited to: • pharmacological and other measures that are used to relieve pain and symptoms, and reduce discomfort
4. Understand legislation and guidance relating to pain management and minimising discomfort

4.1 Legislation and guidance:
 	
Examples may include, but are not limited to:
 	
• legislation in relation to:
  ○ medicines
  ○ controlled drugs
  ○ moving and positioning
  ○ mental capacity and advance care planning
• guidance (for example, National Institute for Health and Care Excellence (NICE) guidelines relating to management of different types of pain)

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 5 and 6 must be assessed in a real work environment (RWE).

HSC AS 14A Promote nutrition and hydration in adult care settings (D/650/1682)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote nutrition and hydration in health and social care settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**42 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the components of a balanced diet	1.1 Define the main food groups
	1.2 Identify sources of essential nutrients
	1.3 Explain the role of essential nutrients for health
	1.4 Evaluate the impact of poor diet on health and wellbeing
2. Understand current national and organisational requirements for meeting nutritional and hydration needs in adult care settings	2.1 Summarise current legislation and national guidelines in relation to: • **nutritional guidelines** for a balanced diet • meeting nutritional and hydration needs • food safety • nutritional screening and malnutrition
	2.2 Describe the roles and responsibilities of **others** in assessing and managing nutritional and hydration needs with **individuals**
	2.3 Explain how to access additional support and information in relation to nutrition and hydration
3. Understand malnutrition in adult care settings	3.1 State the prevalence of malnutrition amongst individuals accessing health and social care services
	3.2 Describe **factors** that impact on nutritional intake
	3.3 Describe **risk factors** that may lead to malnutrition
	3.4 Describe the signs of malnutrition
	3.5 Explain the purpose of **nutritional screening** and associated risk assessment
	3.6 Describe how nutritional and fluid intake should be monitored
	3.7 Describe the impacts of malnutrition on an individual's health and wellbeing
	3.8 Explain ways of ensuring food and drink have increased nutritional density through fortification
	3.9 Describe the appropriate use of nutritional supplements
	3.10 Identify when referral to a health professional is necessary
4. Understand individual preferences and special dietary requirements in health and social care settings	4.1 Describe how **individual differences** may influence dietary preferences and intake
	4.2 Describe barriers to healthy eating for individuals
	4.3 Describe dietary requirements associated with common health conditions
	4.4 Describe how to support individuals with: • food allergy • food intolerance
	4.5 Explain the importance of following **special dietary requirements**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.6 Describe how a balanced diet can be adapted to meet different requirements
	4.7 Describe the importance of understanding an individual's life history in supporting nutrition and hydration needs
5. Understand how to promote a culture and environment that supports nutrition and hydration	5.1 Explain why it is important to include a variety of food and drink in the diets of individuals
	5.2 Describe how to use a person-centred approach to support individuals with different levels of ability to eat and drink
	5.3 Explain the benefits of protected mealtimes
	5.4 Describe how mealtime environments and food presentation can be a barrier to meeting nutritional needs
	5.5 Explain how to promote an enabling and positive culture conducive to eating and drinking
6. Be able to promote nutrition in health and social care settings	6.1 Plan a balanced diet with an individual that incorporates their preferences and meets nutritional requirements
	6.2 Evaluate the effectiveness of different ways of promoting healthy eating
7. Be able to screen and monitor nutrition and hydration in health and social care settings	7.1 Carry out nutritional screening using an approved assessment tool
	7.2 Monitor and record the nutrition and fluid intake of an individual
	7.3 Report any concerns or information for referral to appropriate health professional
	7.4 Implement interventions identified through nutritional screening
	7.5 Review the effectiveness of the interventions following nutritional screening

Range

2. Understand current national and organisational requirements for meeting nutritional and hydration needs in adult care settings

2.1 Nutritional guidelines:

Refers to the latest national guidance for appropriate groups according to approved national sources such as the Eat Well Guide, National Institute for Health and Care Excellence (NICE).

2.2 Others:

Examples may include, but are not limited to:

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

2.2 Individuals:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
3. Understand malnutrition in adult care settings
3.2 Factors: Examples may include, but are not limited to: • culture and religion • individual preferences and habits • physical factors (for example, positioning, oral hygiene) • psychological factors (for example, depression, eating disorders) • income, lifestyle and social convention • media • family and peer group influences • ethics, morals and political beliefs • neglect **3.3 Risk factors:** Examples may include, but are not limited to: • dysphagia • effects of medication • physical or mental health • specific conditions such as dementia • oral health • communication • understanding of healthy and balanced diet appropriate to the individual **3.5 Nutritional screening:** Examples may include, but are not limited to: • malnutrition universal screening tool (MUST) • British Association for Parenteral and Enteral Nutrition (BAPEN) • NICE nutrition support in adults
4. Understand individual preferences and special dietary requirements in health and social care settings
4.1 Individual differences: Examples may include, but are not limited to: • health and wellbeing • cognitive and emotional • values and beliefs • culture and religion • mental health • gender • age

Range
• specific conditions (for example, dementia, autism, learning disability) • values and beliefs **4.5 Special dietary requirements:** Examples may include, but are not limited to: • diets for an illness or condition (for example, food allergy, diabetes, eating, drinking or swallowing difficulty (dysphagia), coeliac disease)

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 6 and 7 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0213

HSC AS 15 Understand personalisation in adult care (J/650/1379)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to personalisation in adult care				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**22 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand personalisation in adult care	1.1 Summarise current legislation, statutory guidance and national policies that promote personalisation
	1.2 Define the term personalisation
	1.3 Explain the relationship between personalisation, rights, choice and control, independent living and wellbeing
2. Understand systems that promote personalisation	2.1 Summarise **local and national systems** which promote personalisation
	2.2 Identify **types** of care and support planning tools available
3. Understand how to implement personalisation in practice	3.1 Explain the care planning process
	3.2 Describe strategies to overcome barriers to personalisation
	3.3 Outline the role of risk management in promoting personalised care
	3.4 Describe types of support that **individuals** or their families can access in relation to personalised care services
	3.5 Outline the role of independent advocacy in promoting personalisation

Range
2. Understand systems that promote personalisation
2.1 Local and national systems: Examples may include, but are not limited to: • assessed and eligible • assessed and self-funded • personal budgets • direct payments • deferred payment agreements • carers allowance • benefits and grants **2.2 Types:** Examples of tools used to plan care and support include, but are not limited to: • Strengths-based approach: Practice Framework and Practice Handbook (Department of Health & Social Care)

Range
• person-centred thinking tools • outcomes-based support planning • positive risk management tools • network mapping – relationship and community connections
3. Understand how to implement personalisation in practice
3.4 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0024 • SCDHSC0035 • SCDHSC0346

HSC AS 17 Implement positive behaviour support (L/616/6342)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**41 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the legislative framework in relation to positive behaviour support	1.1 Summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support
	1.2 Summarise organisational policies and procedures in relation to positive behaviour support
	1.3 Explain the value base underpinning positive behaviour support
	1.4 Describe own and **others'** role and responsibilities in relation to positive behaviour support
2. Understand behaviour as a means of expression	2.1 Explain the role of functional assessment in understanding an **individual's** behaviour
	2.2 Analyse how behaviour may be perceived by others
	2.3 Explain **factors** that may influence an individual's behaviour
	2.4 Explain behaviour as a form of expression
3. Understand approaches to positive behavioural support	3.1 Explain **approaches to positive behaviour support**
	3.2 Explain: • proactive strategies • reactive strategies
	3.3 Explain reasons for reinforcing positive behaviour with individuals
	3.4 Explain the importance of **positive interaction**
	3.5 Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others
	3.6 Explain how **active support** can help promote positive behaviour
	3.7 Analyse the role of structure and daily planning in positive behaviour support
	3.8 Identify sources of support, information and guidance for positive behaviour support
4. Be able to monitor the behaviour of individuals	4.1 Use **structured methods** to monitor and record an individual's pattern of behaviour
	4.2 Work with the individual and others to identify **triggers:** • slow triggers • fast triggers
	4.3 Review an individual's behaviour in relation to: • antecedent • behaviour • consequences
	4.4 Record and report outcomes

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to agree strategies for positive behaviour support with individuals and others	5.1 Establish ways to develop an individual's skills to promote participation in day-to-day activities
	5.2 Support individuals to acknowledge their behaviour and develop coping strategies
	5.3 Agree with individuals and others' strategies to be used in different situations to support positive behaviour
	5.4 Describe sources of support, information and guidance for promoting positive behaviour
6. Be able to implement positive behaviour support plans	6.1 Explain the purpose of **positive behaviour support plans** for individuals
	6.2 Identify the components of a positive behaviour support plan
	6.3 Implement agreed strategies in line with the individual's positive behaviour support plan
	6.4 Contribute to the review of an individual's positive behaviour support plan
7. Be able to support individuals through incidents of behaviour	7.1 Work with others to agree protocols for least restrictive interventions
	7.2 Identify and respond to triggers which may result in escalation of behaviour
	7.3 Maintain safety and wellbeing throughout the incident for: • individual • self • others
	7.4 Provide post-incident support to individuals and others
	7.5 Record and report incidents of behaviour
8. Be able to develop practice in relation to positive behaviour support	8.1 Support others to recognise how their actions can diffuse or escalate an individual's behaviour
	8.2 Role model good practice in positive behaviour support
	8.3 Provide feedback to others in relation to positive behavioural support practice
	8.4 Reflect on own practice in relation to positive behaviour support
	8.5 Explain how and when to access support to manage the wellbeing of self and others

Range
1. Understand the legislative framework in relation to positive behaviour support
1.4 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Range
2. Understand behaviour as a means of expression
2.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.3 Factors:** Examples may include, but are not limited to: • dementia, autism, learning disability • stress response • sensory needs • frustration • pain • past experiences • physical or mental health • boredom • confusion or memory impairment • age-related • feelings of loss of control • communication difficulties • environmental
3. Understand approaches to positive behavioural support
3.1 Approaches to positive behaviour support: Examples may include, but are not limited to: • proactive approaches • individual behaviour support planning • time intensity model • theories of personhood and malignant psychology that are used in relation to individuals with dementia (Kitwood, 1997) **3.4 Positive interaction:** The interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support; working with an individual's strengths and abilities; breaking activities into manageable steps; and positive reinforcement to promote participation. **3.6 Active support:** Refers to a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.

Range
4. Be able to monitor the behaviour of individuals

4.1 Structured methods:
 	
Examples may include, but are not limited to:
 	
• measures for monitoring and recording behaviour:
  ○ antecedent-behaviour-consequence (ABC) charts
  ○ scatter plots
  ○ incident forms
  ○ behaviour monitoring forms
  ○ direct observation
 	
4.2 Triggers:
 	
Are those events, circumstances or stimuli that cause behaviour that may bring harm to the individual and others, or that others find challenging:
 	
• slow triggers (aspects of a person's environment or daily routines that do not necessarily happen immediately before the behaviour, but still have an effect on behaviour)
• fast triggers (specific events that occur immediately prior to the behaviour; their impact upon behaviour is rapid or immediate)

6. Be able to implement positive behaviour support plans
6.1 Positive behaviour support plans: Different terminology may be used to refer to this in various settings. It is used to monitor patterns of: • behaviour • identify causes and triggers • plan strategies to put in place • review effects of strategies It should be personalised and created with the individual whenever possible.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4, 5, 6, 7 and 8 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0336

HSC AS 18 Develop, implement and review reablement plans (F/616/6323)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to develop, implement and review reablement plans.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand reablement	1.1 Explain current legislation in relation to reablement
	1.2 Analyse the evidence base for current policy drivers towards reablement
	1.3 Explain how the following principles support reablement: • independence • empowerment • personalisation • choice and control
	1.4 Explain how reablement services can: • improve an **individual's** outcome • increase quality of life • support the family of an individual
	1.5 Evaluate strategies used in reablement planning: • positive risk-taking • outcomes-focused goals
2. Understand the importance of activities of daily living for individuals	2.1 Explain basic and complex activities of daily living
	2.2 Evaluate how reablement can promote independence in daily activities for individuals
	2.3 Analyse **barriers** to independence in relation to activities of daily living
3. Understand resources available to support reablement	3.1 Explain **techniques** for reablement
	3.2 Explain roles and responsibilities of professionals within the **multi-disciplinary team**
	3.3 Explain how multi-disciplinary team working is used to support reablement
	3.4 Describe how equipment can be used to support reablement
	3.5 Explain how assistive technology can support reablement
	3.6 Explain when and how to involve other **agencies** to support reablement
4. Be able to contribute to the development of plans for reablement	4.1 Work in partnership with individuals, **others** and the multi-disciplinary team to agree outcome-focused goals using assessment information
	4.2 Address barriers identified in an individual's reablement plan
	4.3 Identify resources needed to implement the reablement plan
	4.4 Assess risks associated with the reablement plan
	4.5 Develop contingency plans to reduce the likelihood of identified risks
	4.6 Record the reablement plan

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to implement a reablement plan	5.1 Support the individual, others and multi-disciplinary team to engage in the reablement plan
	5.2 Enable an individual to participate in activities of daily living
	5.3 Enable learning and engagement with an individual and their family
	5.4 Address barriers identified in an individual's reablement plan
6. Be able to monitor and review the reablement plan	6.1 Work in partnership with the individual, others and the multi-disciplinary team to monitor progress towards the outcome-focused goals
	6.2 Evaluate the effectiveness of the reablement plan
	6.3 Work in partnership with the individual, others and the multi-disciplinary team to agree any changes to the reablement plan
	6.4 Record agreed changes to reablement plan

Range
1. Understand reablement
1.4 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the importance of activities of daily living for individuals
2.3 Barriers: Examples may include, but are not limited to: • environmental • social • physical • emotional • sensory impairment • cognitive • financial
3. Understand resources available to support reablement
3.1 Techniques: Examples may include, but are not limited to: • pacing • grading • energy conservation • times and length of calls • spacing between visits

Range
3.2 Multi-disciplinary team: Examples may include, but are not limited to: • care delivery team • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • social worker • psychologist • admiral nurses • community psychiatric nurse • dementia care advisors **3.6 Agencies:** May include services or facilities that may have influence or responsibilities in relation to the individual's reablement plan (for example, housing, adult services, meals on wheels, financial, support groups).
4. Be able to contribute to the development of plans for reablement
4.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care service • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment (RWE).

HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to retain, regain and develop skills for everyday life.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the context of supporting skills for everyday life	1.1 Describe factors across life stages that impact the retention and development of skills for everyday living
	1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
	1.3 Explain how maintaining, regaining or developing skills can impact individuals
2. Understand how to support individuals to retain, regain and develop skills for everyday life	2.1 Compare **methods** for developing and maintaining skills for everyday life
	2.2 Explain how fluctuations in an individual's ability may impact support provided
	2.3 Explain the role of relationships and support networks in encouraging skills development for everyday life
	2.4 Explain how to resolve conflicts when supporting individuals to plan for retaining, regaining and developing skills
3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life	3.1 Support an individual to communicate and identify their current skills, aptitudes and abilities
	3.2 Work with an individual and **others** to communicate and identify skills for everyday life that need to be retained, regained or developed
	3.3 Identify when specialist support may be required to retain, regain or develop skills
	3.4 Agree goals and methods of support for retaining, regaining or developing skills with individuals and others
	3.5 Agree a care and support plan with individuals and others
	3.6 Support an individual to select methods of support to achieve progress
4. Be able to support individuals to retain, regain or develop skills for everyday life	4.1 Support individuals to retain, regain and develop skills, in a way that builds on strengths and promotes **active participation**
	4.2 Support individuals to carry out activities in ways that ensure safety
	4.3 Modify approaches in response to distress or expressed wishes of an individual
	4.4 Encourage individuals to recognise progress and identify additional support needs
	4.5 Give constructive feedback to an individual in relation to progress and achievement

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to evaluate support for retaining, regaining or developing skills for everyday life	5.1 Work with an individual and others to agree criteria and processes for evaluating support
	5.2 Evaluate progress towards goals and the effectiveness of methods used
	5.3 Agree revisions to the plan for retaining, regaining or developing skills
	5.4 Record and report outcomes

Range
1. Understand the context of supporting skills for everyday life
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand how to support individuals to retain, regain and develop skills for everyday life
2.1 Methods: Should be person-led and may include: • demonstration • discussion • coaching • instruction • repetition • cognitive exercises
3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life
3.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
4. Be able to support individuals to retain, regain or develop skills for everyday life
4.1 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment RWE). Relationship to national occupational standards (NOS): • SCDHSC0344

HSC AS 21 Understand how to support individuals with foot care (M/616/6348)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with foot care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the basic structure and function of the foot	1.1 Describe the **structures** of the foot and ankle
	1.2 Outline the function of the structures of the foot and ankle
	1.3 Explain the importance of mobility and blood circulation for feet
	1.4 Describe the growth process of toenails and the effects of aging on this process
2. Understand the causes and risk factors of foot problems	2.1 Describe the potential effects of common **medical conditions** on feet and toenails
	2.2 Outline **factors** that might affect an **individual's** ability to care for their feet
	2.3 Describe the effects of unsanitary living conditions on feet and toenails
	2.4 Describe the effects of unsuitable footwear on the feet and toenails
	2.5 Explain the support available for **individuals at risk** of developing foot and toenail problems
3. Understand how to carry out foot and nail care	3.1 Describe how to provide assistance to individuals with foot and nail care
	3.2 Describe **signs of foot problems**
	3.3 Identify items within a basic personal foot and nail care toolkit
	3.4 Describe how to prepare an environment that is comfortable and safe for foot and nail care
	3.5 Explain how to clip and file toenails
	3.6 Describe infection control requirements in relation to foot care
	3.7 Explain the key factors of **skin care**
	3.8 Describe features of healthy **footwear**
4. Understand reporting and referral procedures in relation to foot care	4.1 Describe the referral processes for **podiatry** services
	4.2 Outline how to report and record support with foot care

Range
1. Understand the basic structure and function of the foot
1.1 Structures: Examples may include, but are not limited to: • forefoot • midfoot

Range
• hindfoot
2. Understand the causes and risk factors of foot problems
2.1 Medical conditions: Examples may include, but are not limited to: • diabetes • arthritis • peripheral vascular disease • eczema **2.2 Factors:** Examples may include, but are not limited to: • limited mobility • physical disability • mental ill health • cognitive impairment **2.2 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.5 Individuals at risk:** Refers to individuals with conditions that heighten the likelihood of foot and toenail problems.
3. Understand how to carry out foot and nail care
3.2 Signs of foot problems: Examples may include, but are not limited to: • cuts • sores • blood or fluid leakage • swelling • redness • bruising • warm areas • verrucas • corns • calluses • ingrown toenails • athlete's foot • fungal nail infections • pressure ulcers

Range
3.7 Skin care: Examples may include, but are not limited to: • hygiene • washing or soaking • drying • application of creams • application of prescribed treatments • use of massage **3.8 Footwear:** Examples may include, but are not limited to: • slippers • socks or tights • shoes
4. Understand reporting and referral procedures in relation to foot care
4.1 Podiatry: Is the professional care and treatment of people's feet and is the modern term for chiropody.

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

HSC AS 23 Support person-centred thinking, planning and review (T/616/6349)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support person-centred thinking, planning and review.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand principles and practice of person-centred thinking, planning and review	1.1 Explain values underpinning person-centred thinking, planning and review
	1.2 Explain the impact of person-centred thinking on **individuals** and their families
	1.3 Describe different styles of person-centred planning and the contexts for use
	1.4 Describe **person-centred thinking tools**
	1.5 Explain how person-centred thinking tools form the basis of a **person-centred plan**
2. Understand the context of person-centred thinking, planning and review	2.1 Summarise current legislation, statutory guidance and national policies that promote personalisation
	2.2 Discuss the relationship between person-centred planning and the commissioning and delivery of services
	2.3 Describe how person-centred thinking, planning and review influence strategic commissioning
	2.4 Explain what a **person-centred team** is
	2.5 Explain how person-centred thinking can be used within a team
	2.6 Explain how to implement person-centred thinking, planning and review within an organisation
3. Understand own role in person-centred planning	3.1 Explain how to use person-centred thinking, planning and reviews: • with individuals • as a team member • as part of an organisation
	3.2 Explain how to overcome challenges in relation to the implementation of person-centred thinking, planning and review
4. Be able to implement person-centred thinking, planning and review	4.1 Use person-centred thinking tools to develop, implement and review a person-centred plan
	4.2 Support the individual and **others** involved to understand their responsibilities in achieving actions agreed
	4.3 Ensure the individual is central and in control throughout the process

Range
1. Understand principles and practice of person-centred thinking, planning and review
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range

1.4 Person-centre thinking tools:
 	
Examples may include, but are not limited to:
 	
• important to/for (recorded as a one page profile)
• working/not working
• the doughnut
• matching staff
• relationship circle
• communication charts
• 4 plus 1 questions
• citizenship tool
• decision-making agreement
• presence to contribution
• dreaming
• community connecting related tools:
  ○ who am I? – my gifts and capacities
  ○ hopes and fears
  ○ mapping our network
  ○ passion audit
  ○ capacity mapping
  ○ who am I? – my places
 	
1.5 Person-centred plan:
 	
May include an essential lifestyle plan (ELP).

2. Understand the context of person-centred thinking, planning and review
2.4 Person-centred team: A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through 7 questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.
4. Be able to implement person-centred thinking, planning and review
4.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0036

HSC AS 24A Facilitate assessment, planning, implementation and review using person-centred and strengths-based approaches (F/650/1683)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to facilitate assessment, planning, implementation and review using person-centred and strengths-based approaches.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**50 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the principles of person-centred and strengths-based approaches in assessment and care or support planning	1.1 Explain the importance of a holistic approach to assessment and care planning
	1.2 Explain the principles of each of the following approaches: • strengths-based • person-centred
	1.3 Describe how **legislation and guidance** informs strengths-based practice
	1.4 Describe ways to support an **individual** to lead the assessment and planning process
	1.5 Describe strategies to ensure the assessment and planning process maximises an individual's ownership and control
2. Be able to facilitate strength-based and person-centred assessment	2.1 Establish a collaborative approach with an individual to agree: • how the assessment process should be carried out • who should be involved in the assessment process
	2.2 Agree with an individual and **others** the intended outcomes of the assessment process and **care plan**
	2.3 Ensure that assessment takes account of an individual's needs, strengths and aspirations
	2.4 Conduct the assessment to focus on the individual's **strengths**, **abilities and circumstances**
	2.5 Work with an individual and others to identify support requirements and preferences
3. Be able to contribute to the planning of care or support	3.1 Identify factors that may influence the type and level of care or support to be provided
	3.2 Work with an individual and others to explore **options and resources** for delivery of the care plan
	3.3 Contribute to the agreement of care plan delivery
	3.4 Record the care plan in an accessible format
4. Be able to support the implementation of care plans	4.1 Carry out care plan activities
	4.2 Support others to carry out care plan activities
	4.3 Adjust the care plan in response to changing needs or circumstances
5. Be able to monitor a care plan	5.1 Agree methods for monitoring care plan delivery
	5.2 Collate monitoring information from agreed sources
	5.3 Record changes that impact the delivery of the care plan

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to facilitate a review of care plans and their implementation	6.1 Agree with an individual and others: • who should be involved in the review process • the review criteria
	6.2 Obtain feedback from an individual and others in relation to the care plan
	6.3 Evaluate the care plan
	6.4 Work with an individual and others to agree **revisions to the care plan**
	6.5 Maintain records and reports

Range
1. Understand the principles of person-centred and strengths-based approaches in assessment and care or support planning
1.3 Legislation and guidance: • Care Act 2014 • The Care and Support (Assessment) Regulations 2014 • Strengths-based approach: Practice Framework and Practice Handbook (Department of Health & Social Care) **1.4 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to facilitate strength-based and person-centred assessment
2.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **2.2 Care plan:** May also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day-to-day requirements and preferences for care and support are detailed. **2.4 Strengths, abilities and circumstances:** Learners should implement a strengths-based approach by focusing on an individual's abilities, network and resources available to them rather than a 'deficit-based' model.

Range
3. Be able to contribute to the planning of care or support
3.2 Options and resources: Examples may include, but are not limited to: • informal support • formal support • care or support services • community facilities • financial resources • individuals' personal networks
6. Be able to facilitate a review of care plans and their implementation
6.4 Revisions to the care plan: Examples may include, but are not limited to: • closing the plan if all objectives have been met • reducing the level of support to reflect increased independence • increasing the level of support to address unmet needs • changing the type of support • changing the method of delivering support

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment strategy. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0328 • SCDHSC0329 • SCDHSC0025

AHP 12 Collaborate in the assessment of environmental and social support in the community (A/615/7183)

Unit summary				
This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**23 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the **community**
	1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community
2. Understand how to assess the need for, and provision of, environmental and social support in the community	2.1 Describe situations when individuals may need to be provided with environmental or social support
	2.2 Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community
	2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community
	2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community
	2.5 Explain the roles of those involved in assessing environmental and social support in the community
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision of, environmental and social support in the community	3.1 Communicate with the **individual** and **relevant others** in a way that encourages personal choice
	3.2 Undertake the assessment in line with local policy and protocol
	3.3 Identify and prioritise the individual's needs, in conjunction with relevant others if necessary
	3.4 Record the outcomes of the assessment in line with local policy and protocol
	3.5 Pass on the outcomes of the assessment in line with local policy and protocol
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1 Confirm the availability of the resources required for the environmental or social support
	4.2 Communicate the options for support and equipment to the individual and relevant others
	4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions
	4.4 Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out
	4.5 Record the agreed actions in line with local policy and protocol

Range
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community
1.1 Community: Could be the individual's own home, a community home, a day centre or the individual's place of work.
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision of, environmental and social support in the community
3.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **3.1 Relevant others:** Examples may include, but are not limited to: • colleagues • family • carers • anyone else involved in the care and wellbeing of the individual
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others
4.4 Valid consent: Must be in line with agreed UK country definition.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHGEN75

AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170)

Unit summary				
This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse benefits of recommended therapies to an **individual's** health and wellbeing
	1.2 Describe barriers that prevent individuals from continuing recommended therapies
	1.3 Discuss consequences of individuals discontinuing recommended therapies
2. Be able to encourage individuals to continue recommended therapies	2.1 Agree individual's **needs**, **wishes and preferences** in relation to continuing a recommended therapy
	2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy
	2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy
	2.4 Explain how to motivate the individual to continue the recommended therapy
3. Be able to support individuals to continue recommended therapy	3.1 Clarify information required prior to providing support
	3.2 Promote **active participation** during therapy
	3.3 Manage concerns encountered during therapy
	3.4 Provide constructive feedback and encouragement to the individual during therapy
4. Be able to monitor, record and report on observations during recommended therapy	4.1 Establish with the individual and **others** the observations to be made during therapy sessions
	4.2 Carry out agreed observations within scope of own role
	4.3 Record agreed observations within scope of own role
	4.4 Report on the findings of observations to individuals and others
5. Be able to contribute to evaluation and review of recommended therapies	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
	5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
	5.3 Agree changes to therapy sessions or the support provided with others
	5.4 Record agreed actions

Range
1. Understand the importance of supporting individuals to continue recommended therapies
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to encourage individuals to continue recommended therapies
2.1 Needs, wishes and preferences: Can include: • importance of recognising individual needs • age and stage of development of child or young person • home language • preferred method • additional learning needs • physical disabilities • cognitive and communication difficulties • alternative methods of communication (for example, language: British Sign Language, Makaton, Braille, the use of signs and symbols; and pictures and writing: objects of reference, finger spelling, communication passports, human and technological aids to communication)
3. Be able to support individuals to continue recommended therapy
3.2 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
4. Be able to monitor, record and report on observations during recommended therapy
4.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0352

AHP 20 Provide support for mobility (T/615/7215)

Unit summary				
This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**14 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of mobility	1.1 Define 'mobility'
	1.2 Explain how different health conditions may affect and be affected by mobility
	1.3 Outline the effects that reduced mobility may have on an **individual's wellbeing**
	1.4 Describe the benefits of maintaining and improving mobility
2. Be able to prepare for mobility activities	2.1 Agree **mobility activities** with the individual and **others**, according to the individual's needs and abilities
	2.2 Remove or minimise hazards in the environment before a mobility activity
	2.3 Check the suitability of an individual's clothing and footwear for safety and mobility
	2.4 Check the suitability of **mobility equipment and appliances** for the individual
	2.5 Check the safety and cleanliness of mobility equipment and appliances
3. Be able to support individuals to keep mobile	3.1 Promote the **active participation** of the individual during a mobility activity
	3.2 Assist an individual to use mobility appliances correctly and safely
	3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person
	3.4 Give feedback and encouragement to the individual during mobility activities
4. Be able to observe, record and report on activities to support mobility	4.1 Record observations of mobility activity
	4.2 Report on progress and/or problems relating to the mobility activity including: • choice of activities • equipment • appliances • the support provided

Range
1. Understand the importance of mobility
1.3 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
1.3 Wellbeing: May include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental
2. Be able to prepare for mobility activities
2.1 Mobility activities: May include: • exercises • physiotherapy • occupational therapy • household activities • group activities **2.1 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **2.4 Mobility equipment and appliances:** Examples may include, but are not limited to: • wheelchairs • sticks • walking frames • custom-made appliances
3. Be able to support individuals to keep mobile
3.1 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0215

AHP 21 Provide agreed support for foot care (A/615/7295)

Unit summary				
This unit is aimed at those working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**23 GLH**

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

Range
1. Understand the signs and causes of foot and toenail abnormalities
1.1 Common medical conditions: May include: • diabetes • peripheral artery disease • rheumatoid arthritis
2. Be able to provide support for assessed foot care needs
2.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.2 Preferences:** May be based on: • beliefs • values • culture **2.5 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS150

AHP 31 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259)

Unit summary				
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 plan, take part in and evaluate learning or development activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to **individuals** of engaging in **learning or development** activities
	1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate
	1.3 Explain how individual needs and **preferences** may influence how learning and development activities are accessed or delivered
2. Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities
	2.2 Provide the individual and **others** with information on possible learning or development activities
	2.3 Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual
3. Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported
	3.2 Establish with the individual and others a plan for implementing the programme of activities
	3.3 Assess risks in line with **agreed ways of working**
4. Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity
	4.2 Describe how resources or equipment might be adapted to meet the needs of an individual
	4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation
	4.4 Prepare the environment so that the activity can be carried out safely and effectively
5. Be able to facilitate learning and development activities with individuals	5.1 Carry out agreed role in facilitating the activity
	5.2 Support the individual to engage with the activity in a way that promotes **active participation**
	5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided
	5.4 Make adjustments in response to feedback

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to evaluate and review learning and development activities	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
	6.2 Collate and present information for evaluation as agreed
	6.3 Use agreed criteria to evaluate the activity with the individual and others
	6.4 Make recommendations for any changes in the activity, its implementation or the support provided
	6.5 Explain the importance of recognising progress achieved through a learning or development activity
	6.6 Record the outcome of the evaluation in line with organisational requirements
	6.7 Explain how to refer any concerns to an appropriate person

Range
1. Understand the role of learning and development activities in meeting individual needs
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.1 Learning or development:** Examples may include, but are not limited to: • intellectual pursuits • activities to promote fitness or mobility • activities relating to skills development • activities to promote participation and interaction **1.3 Preferences:** May be based on: • beliefs • values • culture
2. Be able to identify learning and development activities to meet individual needs and preferences
2.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Range
3. Be able to plan learning and development activities with individuals
3.3 Agreed ways of working: Will include policies and procedures where these exist; they may be less formally documented with micro-employers.
5. Be able to facilitate learning and development activities with individuals
5.2 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0351

AN 25 Move and position individuals in accordance with their care plan (T/615/7229)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**4 credits**	**26 GLH**

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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.9 Record and report the activity noting when the next positioning manoeuvre is due
5. Know when to seek advice and/or assistance from others when moving and positioning an individual	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual
	5.2 Describe sources of information available in relation to moving and positioning individuals

Range
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
4. Be able to move and position an individual
4.1 Valid consent: Must be in line with agreed UK country definition. **4.7 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS6

AN 33 Support individuals to access and use services and facilities (A/615/7202)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of services and facilities can be beneficial to an **individual's** wellbeing
	1.2 Identify barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs
	2.2 Agree with individuals their preferred options for accessing services and facilities
	2.3 Work with individuals to select services or facilities that meet their assessed needs and **preferences**
3. Be able to support individuals to access and use services and facilities	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities
	4.3 Work with individuals and **others** to evaluate the support provided for accessing and using services or facilities within scope of own role
	4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Range
1. Understand factors that influence individuals' access to services and facilities
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
2. Be able to support individuals to select services and facilities
2.3 Preferences: May be based on: • beliefs • values • culture
4. Be able to support individuals to review their access to and use of services and facilities
4.3 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0226

AN 38 Support independence in the tasks of daily living (D/615/7323)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**5 credits**	**37 GLH**

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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to identify and respond to changes needed in support for daily living tasks	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks
	6.2 Record changes in the individual's circumstances that may affect the type or level of support required
	6.3 Adapt support in agreed ways to address concerns, changes or increased independence

Range
1. Understand principles for supporting independence in the tasks of daily living
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.2 Active participation:** Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
2. Be able to establish what support is required for daily living tasks
2.1 Care plan: May have other names (for example, support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed. **2.2 Others:** May include family, friends, advocate or line-manager.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0027

AN 39 Awareness of the Mental Capacity Act 2005 (R/615/7254)

Unit summary				
This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of the Mental Capacity Act 2005	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
	1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
	1.3 Explain how the Mental Capacity Act 2005: • empowers people to make decisions for themselves • protects people who lack capacity by placing them at the heart of the decision-making process
	1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2. Understand the key elements of the Mental Capacity Act 2005	2.1 Define the 5 statutory principles included in the Mental Capacity Act 2005
	2.2 Describe when a worker must comply with the Mental Capacity Act 2005
	2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity
	2.4 Explain ‘capacity’ as defined in the Mental Capacity Act 2005
	2.5 Explain **‘best interests’** as defined in the Mental Capacity Act 2005
	2.6 Explain what actions need to be taken to ensure a worker acts in an individual’s best interests
	2.7 Identify whose responsibility it is to assess capacity and best interests
	2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
	2.9 Explain the circumstances when an independent mental capacity advocate (IMCA) should be appointed
	2.10 Explain how the Mental Capacity Act 2005 can assist a person to plan ahead for a time when they may not have capacity to make certain decisions

Learning outcomes The learner will:	**Assessment criteria** The learner can:
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1 Identify the range of actions that amount to restraint
	3.2 Identify the factors which make restraint lawful under the Mental Capacity Act 2005
	3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being **deprived of their liberty**
	3.4 Describe the actions that are necessary to ensure that a person is lawfully deprived of their liberty
	3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think a person may be being deprived of their liberty
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.1 Explain the legal status of the Mental Capacity Act 2005 Code of Practice
	4.2 Explain the purpose of the Mental Capacity Act 2005 Code of Practice
	4.3 Explain how the Mental Capacity Act 2005 Code of Practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Range
2 Understand the key elements of the Mental Capacity Act 2005
2.5 Best interests: When making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision (Mental Capacity Act Code of Practice (Chapter 5)).
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005
3.3 Deprived of their liberty: Liberty Protection Safeguards (LPS) 2022.

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

AN 41 Work in partnership with families to support individuals (M/615/7214)

Unit summary				
This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**27 GLH**

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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role
	6.2 Involve the individual and family members in the reviews
7. Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members
	7.2 Report on any gaps in the provision of support for family members
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Range
1. Understand partnership working with families and family members in care and/or support
1.1 Families and family members: Examples may include, but are not limited to: • parents • legal guardians/those with legal responsibility • siblings • grandparents • step-parents • other relatives
3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support
3.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. This may be an adult, a child or a young person. **3.2 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **3.3 Agreed ways of working:** Will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0387

AN 45 Implement therapeutic group activities (Y/615/7188)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the principles of therapeutic group activities	1.1 Explain how participating in **therapeutic group activities** can benefit an **individual's** identity, self-esteem and wellbeing
	1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances
	1.3 Compare theories in relation to group dynamics
2. Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and **others** to agree: • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group • the monitoring or observations required as part of the group activity • own role in relation to planning and preparing for the group activity
	2.2 Address any **risks** that may be associated with the planned activities
	2.3 Prepare the environment for a therapeutic group activity
	2.4 Prepare equipment or resources needed for the activity
3. Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group
	3.2 Support group members during the activity in ways that encourage effective communication, **active participation** and co-operation
	3.3 Support group members according to their own level of ability and need
	3.4 Give direction, praise, reassurance and constructive feedback during the activity
	3.5 Support the group to bring the activity to a safe and timely end
4. Be able to contribute to the evaluation of therapeutic group activities	4.1 Encourage and support individuals to give feedback during and after group activities
	4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities
	4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions
	4.4 Record and report on outcomes and any revisions in line with agreed ways of working

Range
1. Understand the principles of therapeutic group activities
1.1 Therapeutic group activities: Examples may include, but are not limited to: • reminiscence therapy • relaxation and anxiety management • remedial games • health-related group activities • art or music therapy **1.1 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to plan and prepare for therapeutic group activities
2.1 Others: Examples may include, but are not limited to: • team members • other colleagues • families, carers and advocates **2.2 Risks:** May include those associated with: • the health, safety and wellbeing of those in the group • unintentional exclusion of some group members • others involved with the group's activities • the environment • equipment and resources used
3. Be able to support individuals during therapeutic group activities
3.2 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0393

AN 46 Support individuals to live at home (D/615/7337)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**29 GLH**

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

Range
2. Be able to contribute to planning support for living at home
2.2 Needs: Examples may include, but are not limited to: • personal • physical • financial • social • environmental • safety **2.3 Others:** Examples may include, but are not limited to: • family • friends • advocates • others who are important to the individual person's wellbeing

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0343

AN 56 Support individuals during a period of change (A/615/7278)

Unit summary				
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 during a period of change.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**29 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an **individual's** life
	1.2 Analyse factors that can make the change process a positive or a negative experience
	1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2. Be able to support individuals to plan how to manage or adapt to change	2.1 Gain **valid consent** to work with individuals and **others** to identify recent or imminent changes affecting them
	2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication
	2.3 Work with the individual and others to plan how to adapt to or manage the change
	2.4 Explain the importance of both practical support and emotional support during a time of change
	2.5 Identify and agree roles and responsibilities for supporting a period of change
3. Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote **active participation**
	3.2 Provide information and advice to support the individual to manage change
	3.3 Support the individual to express **preferences** and anxieties when going through change
	3.4 Adapt support methods to take account of preferences or anxieties
	3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change
4. Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved
	4.2 Work with the individual and others to identify positive and negative aspects of a change
	4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process
	4.4 Record and report on the effectiveness of support for the change process

Range
1. Understand reasons for and responses to change
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to support individuals to plan how to manage or adapt to change
2.1 Valid consent: Must be in line with agreed UK country definition. **2.1 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
3. Be able to support individuals to manage or adapt to change
3.1 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **3.3 Preferences:** May be based on: • beliefs • values • culture

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0382

AN 59 Support individuals to access and manage direct payments (K/615/7213)

Unit summary				
This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**4 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the role of direct payments	1.1 Explain the purpose of direct payments
	1.2 Explain legislation and policies relating to direct payments for providing care and support
	1.3 Identify the range of services for which direct payments may be used
	1.4 Explain the term 'personalisation' in relation to direct payments
2. 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 Identify the conditions that need to be met for the **individual** to be eligible for direct payments
	2.3 Provide information and advice about direct payments in a way that is accessible to an individual and **others**
	2.4 Access specialist guidance about using direct payments
	2.5 Work with the individual and others to assess: • 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
3. 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
4. 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
5. 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 difficulties, dilemmas and conflicts

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to contribute to reviewing the support provided through direct payments	6.1 Agree with the individual any support needs and the required support to be purchased
	6.2 Work with the individual and others to evaluate the support they have purchased
	6.3 Agree and record any changes needed to the support purchased
	6.4 Provide feedback to organisations about the support purchased
7. 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 and record 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

Range

2. Be able to support individuals to decide whether to use direct payments

2.2 Individual:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

2.3 Others:

Examples may include, but are not limited to:

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

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

4.1 Active participation:

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

Delivery and assessment guidance

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

Learning outcomes 2, 3, 4, 6 and 7 must be assessed in a real work environment (RWE).

Relationship to national occupational standards (NOS):

- SCDHSC0346

AN 60 Support individuals to access housing and accommodation services (H/615/7243)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**31 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. 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
2. 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
3. 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
4. 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
5. 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 Contact housing and accommodation staff over a prolonged period of time
	5.3 Show how continued contact is appropriate to ensure individual needs are being met
6.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 • identify any additional support needed
	6.2 Consult with others about any problems and proposed solutions
	6.3 Record and report on the review in line with agreed ways of working

Range
1. Understand support available to access housing and accommodation services
1.1 Housing and accommodation: Covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places.
2. Be able to work with individuals to identify housing and accommodation services that meet their needs
2.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Be able to work with individuals to plan to access housing and accommodation services
3.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
4. Be able to work with individuals to access housing and accommodation services
4.2 Preferences: May be based on: • beliefs • values • culture

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0349

AN 61 Support individuals to prepare for and settle in to new home environments (L/615/7317)

Unit summary				
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 prepare for and settle in to new home environments.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**23 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand factors affecting a move to a new home environment	1.1 Identify reasons why **individuals** may move to a new home environment
	1.2 Explain the effects that moving may have on an individual and their personal relationships
	1.3 Analyse strategies that can help a move to go smoothly
2. Be able to support individuals to prepare to move into new home environments	2.1 Access information and advice to support an individual to move and settle into a new home environment
	2.2 Provide an individual and others with information about the proposed new home environment
	2.3 Work with the individual and others to plan for the move
	2.4 Support the individual to express their feelings about the move and any concerns they may have
	2.5 Use strategies to address concerns
3. Be able to support individuals to settle into new home environments	3.1 Support the individual to familiarise themselves with the new environment and living arrangements
	3.2 Support the individual to explore opportunities to: • maintain existing social networks and/or • create new social networks
	3.3 Support the individual to adjust to living with new people or to living alone
	3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment
4. Be able to support individuals to review the impact of new home environments	4.1 Work with the individual and others to agree a process to review the move
	4.2 Work with the individual to review positive and negative effects of the move
	4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
	4.4 Agree any additional resources, facilities and support required
	4.5 Record and report on the outcomes of the move, in line with **agreed ways of working**

Range
1. Understand factors affecting a move to a new home environment
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
4. Be able to support individuals to review the impact of new home environments
4.5 Agreed ways of working: Will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0343

AN 67 Support the spiritual wellbeing of individuals (K/615/7275)

Unit summary				
The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual wellbeing of individuals.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**26 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of spiritual wellbeing for individuals	1.1 Outline different ways in which **spiritual wellbeing** can be defined
	1.2 Define the difference between spirituality and religion
	1.3 Describe different aspects of spiritual wellbeing
	1.4 Explain how spiritual wellbeing is an individual experience
	1.5 Explain how spiritual wellbeing defines an individual's identity
	1.6 Outline the links between spirituality, faith and religion
	1.7 Explain how an **individual's** current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion
2. Be able to identify the spiritual needs of an individual and others	2.1 Support the individual and **others** to identify their spiritual needs and how and by whom these can be addressed
	2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience
	2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan
3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1 Analyse how own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing
	3.2 Identify how the values and beliefs of others may impact on the individual
	3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4. Be able to support individuals' spiritual wellbeing	4.1 Access resources and information to support the individual's spiritual wellbeing
	4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
	4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
	4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing
	4.5 Access any additional expertise required to meet the individual's spiritual needs
	4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Range
1. Understand the importance of spiritual wellbeing for individuals
1.1 Spiritual wellbeing: Can be defined as: • something everyone can experience • helps to find meaning and purpose in the things individuals value • can bring hope and healing in times of suffering and loss • encourages individuals to seek the best relationship with themselves, others and what lies beyond **1.7 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to identify the spiritual needs of an individual and others
2.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2 and 4 must be assessed in a real work environment (RWE).

AN 68 Support individuals to meet personal care needs (J/615/7204)

Unit summary				
This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**16 GLH**

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

Range
1. Be able to work with individuals to identify their needs and preferences in relation to personal care
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.1 Preferences:** May be based on: • beliefs • values • culture
2. Be able to provide support for personal care
2.1 Valid consent: Must be in line with agreed UK country definition.
6. Be able to monitor and report on support for personal care
6.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0218

AN 71 Provide support for sleep (K/615/7339)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**13 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an **individual's** wellbeing
	1.2 Identify reasons why an individual may find it hard to sleep
	1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well
2. Be able to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep
	2.2 Minimise aspects of the environment likely to make sleep difficult for an individual
	2.3 Adjust own behaviour to contribute to a restful environment
	2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3. Be able to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep
	3.2 Encourage the individual to communicate the support they need to sleep
	3.3 Assist the individual to find a position for sleep consistent with their plan of care
	3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow **agreed ways of working**
4. Be able to monitor sleep	4.1 Establish with the individual and others how sleep will be monitored
	4.2 Record agreed observations relating to the individual's sleep and the assistance given
5. Know how to access information and advice about difficulties with sleep	5.1 Describe situations in which additional information or assistance about sleep would be needed
	5.2 Explain how to access additional information and assistance

Range
1. Understand the importance of sleep
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Be able to assist an individual to sleep
3.4 Agreed ways of working: Will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0216

AN 72 Support individuals with specific communication needs (L/615/7320)

Unit summary				
This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**35 GLH**

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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to review an individual's communication needs and the support provided	6.1 Collate information in relation to an individual's communication and the support provided
	6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided
	6.3 Work with others to support the continued development of communication

Range

1. Understand an individual's specific communication needs

1.1 Individual:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

1.2 Communication needs:

Examples may include, but are not limited to:

- different language
- hearing loss (both minor and major)
- learning difficulties
- finding speech difficult

Examples of communication techniques include:

- sign language
- speed of verbal communication
- volume of verbal communication
- body language
- written instead of verbal
- listening

Delivery and assessment guidance

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

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

Relationship to national occupational standards (NOS):

- SCDHSC0369

AN 89 Support carers to meet the care needs of individuals (H/615/7307)

Unit summary				
This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community
2. Understand why individuals require support	2.1 Identify disorders that impact on **individuals**
	2.2 Describe the effects disorders may have on individuals' lifestyles
	2.3 Explain how increased dependence affects individuals, carers and the provision of services
3. Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need
	3.2 Explain the importance of establishing partnerships with carers
	3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions
	3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals
	3.5 Describe the demands placed on a carer
	3.6 Describe potential tensions between the demands placed on a carer and other commitments
	3.7 Identify signs which indicate issues with service delivery
4. Be able to support carers to meet the care needs of individuals	4.1 Inform the carer of the individual's needs and care plan
	4.2 Agree the type of support needed by the carer for them to meet the individual's care needs
	4.3 Arrange for the provision of resources necessary for the carer to support the individual
	4.4 Provide the carer with information on how to contact the care team
	4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
	4.6 Update records related to service delivery agreements in line with local policy and protocol

Range
2. Understand why individuals require support
2.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcome 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHGEN20

MH 4 Support positive risk taking for individuals (M/615/7262)

Unit summary				
This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. It is applicable to a range of care settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**32 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of risk-taking in everyday life	1.1 Explain ways in which risk is an important part of everyday life
	1.2 Explain why **individuals** may have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk assessment	2.1 Explain the process of developing a positive, **person-centred approach** to risk assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk assessment
	2.3 Explain how a service-focused approach to risk assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand the framework which underpins an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives
	3.2 Describe how a human rights based approach supports an individual to make decisions and take risks
4. Be able to support individuals to make decisions about risks	4.1 Support individuals to recognise potential risk in different areas of their lives
	4.2 Support individuals to balance choices with their own and others' health, safety and wellbeing
	4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks
	4.4 Record all discussions and decisions made when supporting the individual to take risks
5. Be able to support individuals to take risks	5.1 Complete a risk assessment with an individual following agreed ways of working
	5.2 Communicate the content of the risk assessment to **relevant others**
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's wellbeing

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger

Range
1. Understand the importance of risk-taking in everyday life
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the importance of a positive, person-centred approach to risk assessment
2.1 Person-centred approach: Involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual.
5. Be able to support individuals to take risks
5.2 Relevant others: Examples may include, but are not limited to: • parents • carer • those with parental responsibility

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 4 and 5 must be assessed in a real work environment (RWE).

Understand social prescribing (K/617/7591)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding of social prescribing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**12 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand factors which impact on health and wellbeing	1.1 Define: • health inequality • health inequity
	1.2 Describe **factors** which impact on health and wellbeing
	1.3 Explain the impact of **social determinants** on: • an **individual's** health and wellbeing • communities
	1.4 Compare and contrast **models of health and wellbeing**
2. Understand the policy for social prescribing	2.1 Identify the aims of social prescribing
	2.2 Describe **drivers** in relation to social prescribing
3. Understand social prescribing in practice	3.1 Identify **individuals who may benefit from accessing social prescribing schemes**
	3.2 Describe **components of a social prescribing scheme**
	3.3 Explain the **role and responsibilities of the link worker**
4. Understand the role and responsibilities of the frontline health and care practitioner in relation to social prescribing	4.1 Explain the **role and responsibilities of the frontline health and care practitioner in relation to social prescribing**
5. Understand outcomes of social prescribing	5.1 Analyse **outcomes of social prescribing** for the individual, the community groups and the health and care system

Range
1. Understand factors which impact on health and wellbeing
1.2 Factors: To include: • social • economic • environmental

Range
1.3 Social determinants: Examples may include, but are not limited to: • experiences • education • employment • disability • food security • health services • housing • finances • discrimination • social support **1.3 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.4 Models of health and wellbeing:** To include: • medical model • social model
2. Understand the policy for social prescribing
2.2 Drivers: Examples may include, but are not limited to: • demographics • personalisation • co-production • integration including the role of third sector organisations • community capacity • whole-system approach • prevention and wellbeing • early intervention • values-based • wider government objectives
3. Understand social prescribing in practice
3.1 Individuals who may benefit from accessing social prescribing schemes: To include: • individuals who have social, emotional or practical needs

Range
3.2 Components of a social prescribing scheme: To include: • referring practitioner • link worker • local voluntary and community sector organisations **3.3 Role and responsibilities of the link worker:** Examples may include, but are not limited to: • receive and action referrals • personalised holistic support planning • connect individuals to voluntary and community groups or services • referral to other practitioners • co-production and collaborative working • supporting accessibility, development and sustainability of community groups and assets • manage a caseload
4. Understand the role and responsibilities of the frontline health and care practitioner in relation to social prescribing
4.1 Role and responsibilities of the frontline health and care practitioner in relation to social prescribing: Examples may include, but are not limited to: • holistic, person-centred practice to address non-clinic needs • motivational interviewing and health coaching • community-centred approach, knowledge of local services • awareness of social prescribing schemes and referral criteria
5. Understand outcomes of social prescribing
5.1 Outcomes of social prescribing: Examples may include, but are not limited to: • common outcomes framework • engagement, active participation, promotion of health and wellbeing • better outcomes and experiences • benefit from community and informal support • increasing health literacy • reduce health inequalities, targeting wider determinants • behaviour change, empowerment, informed choice, self-care • developing community networks, assets and resilience • integration, value, sustainability, reduced demand

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

AC 1 Develop own communication skills to support positive interactions with individuals (M/650/1380)

Unit summary				
This unit provides learners with an opportunity to advance their communication skills during interactions with individuals. Learners will explore their own role and communication skills and how to facilitate positive interactions to benefit individuals. Although this unit applies particularly to those working with adults with more complex communication needs, these skills are transferrable in any situation where an individual is struggling with their emotions or events around them.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**38 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the scope and benefits of communication and positive interaction in adult care	1.1 Describe how a range of **theories, models and approaches** apply to communication and interaction in adult care
	1.2 Explain how positive interactions contribute to an **individual's** wellbeing
	1.3 Evaluate a range of strategies that support positive interactions for **communication needs, differences and preferences**
	1.4 Explain how communication and positive interactions can support development of therapeutic relationships with individuals
	1.5 Explain the importance of professional boundaries during communication and interaction with individuals
2. Understand how own skills and a range of factors influence the quality of interaction and communication	2.1 Describe how individual characteristics and circumstances may influence social interaction and communication
	2.2 Explain how life history and experiences may influence the way an individual communicates
	2.3 Explain the potential impact of own and **others'** behaviour and attitudes on the quality of communication and interactions
	2.4 Explain how own **verbal communication skills** should be used effectively during interactions
	2.5 Describe how own **non-verbal communication skills** can enhance the level of interaction
	2.6 Explain the potential impact of the environment during communication and interaction
	2.7 Explain how an individual's verbal and non-verbal responses inform own responses during an interaction
3. Understand how to adapt own communication in response to distress or conflict	3.1 Give examples of how different individuals may respond during times of stress or grief
	3.2 Explain how an individual's perception of power imbalance may contribute to their distress
	3.3 Describe how behaviour can be interpreted as an expression of communication
	3.4 Compare a proactive approach with a reactive approach when interacting with individuals
	3.5 Describe ways to demonstrate empathy and understanding
	3.6 Describe ways to facilitate expression of emotion within safe boundaries

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	3.7 Explain how positive interactions may be used to encourage de-escalation
	3.8 Analyse different responses that are likely to achieve a positive outcome
4. Understand the range of resources and aids used to support communication and interaction	4.1 Describe different forms of **augmentative and alternative communication (AAC)** used to promote communication and interaction
	4.2 Describe the range and role of specialists in promoting communication and positive interaction
	4.3 Identify how to access help and support in situations that are beyond own limitations
5. Be able to demonstrate communication skills during positive interactions with individuals	5.1 Engage and interact with an individual using an appropriate communication style
	5.2 Demonstrate empathy, understanding and validation throughout the interaction
	5.3 Communicate throughout the interaction using language that is: • accessible to the individual • sensitive • reinforces the individual's sense of identity and self-worth
	5.4 Use verbal and non-verbal skills to apply positive reinforcement and validation
	5.5 Adapt own communication as appropriate to individual reactions and responses
6. Be able to review and develop own communication skills	6.1 Reflect on own communication and interactions with individuals
	6.2 Demonstrate self-awareness of the impact of own communication during interactions
	6.3 Use reflection and feedback to review own communication skills
	6.4 Plan opportunities for further development of own communication skills
	6.5 Share and model good practice in communication and positive interactions with others

Range
1. Understand the scope and benefits of communication and positive interaction in adult care
1.1 Theories, models and approaches: Learners should contextualise and focus on those relevant to their setting and work role. Examples may include, but are not limited to: • active listening • de-escalation techniques • partnership working • reminiscence • proactive versus reactive approaches • person-centred approach • therapeutic relationship • strength-based approaches

Range
• validation • cycle of communication • Kitwood's malignant social psychology (MSP) • communication styles • transactional model • behaviourist/humanistic/psychoanalytic approaches **1.2 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.3 Communication needs, differences and preferences:** Communication needs could be due to individual characteristics and/or situational. Learners should focus on those relevant to their setting and work role and contextualise. Examples may include, but are not limited to: • acquired brain injury • autism, attention deficit hyperactivity disorder (ADHD), neurodiversity and differences in social interaction • anxiety and/or distress • bereavement • dementia • different perspectives and values • difficulties with self-regulation • English as an additional language (EAL) • grief and loss • identity • learning disability • mental ill-health • mood and emotions • physical disability • sensory loss or impairment • shock • stress • stroke
2. Understand how own skills and a range of factors influence the quality of interaction and communication
2.3 Others: Examples include, but are not limited to: • family • carers • colleagues • other professionals

Range
2.4 Verbal communication skills: Examples may include, but are not limited to: • language should be personalised to meet individual needs, style and preferences • sensitive and accessible to individual • limit number of words if necessary • speaking at appropriate pace • use of pause to give time for the individual to process information and formulate a reply • use of silence • paraphrasing • questioning (when to use open, closed and probing questioning) **2.5 Non-verbal communication skills:** Examples may include, but are not limited to: • eye contact • facial expressions • touch • mirroring • physical gestures • posture and proximity • focus • linguistic tone and pitch
4. Understand the range of resources and aids used to support communication and interaction
4.1 Augmentative and alternative communication (AAC): Examples may include, but are not limited to: • Makaton • picture exchange communication systems (PECS) • symbols • communication books • visual cues • assistive technology such as voice output communication aids (VOCA)

Delivery and assessment guidance
This unit must be assessed in line with our assessment principles. Learning outcomes 5 and 6 must be assessed in a real work environment (RWE).

AC 2 Support individuals to maintain oral health and mouth care (R/650/1381)

Unit summary				
This unit provides learners with the opportunity to develop the skills and knowledge to assess, support and monitor the mouth care needs of adults in a care setting. They will explore how oral health can influence overall health and wellbeing and how to support individuals with mouth care and access to dental treatment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of oral health and hygiene for adults	1.1 Describe the **structure** and functions of the mouth
	1.2 Explain the importance of oral hygiene
	1.3 Give examples of how different **factors** can impact oral health
	1.4 Explain how poor oral health can affect an **individual's:** • **holistic health** • wellbeing • dignity
	1.5 Describe **types of oral disease** and their causes
	1.6 Describe other **conditions** that may cause pain and/or discomfort in the mouth
2. Understand the principles of oral health and mouth care for adults	2.1 Summarise current **national guidance** and organisational policy relating to oral health relevant to adult care
	2.2 Describe what should be included in an **oral health assessment** and mouth care plan
	2.3 Describe signs and behaviour that may indicate an individual who is unable to express their needs verbally is experiencing dental pain, discomfort or infection in the mouth
	2.4 Explain the actions to be taken when an individual does not agree to mouth care as recommended
	2.5 Describe how to support individuals to access dental care and treatment
	2.6 Describe how and when to report concerns about an individual's oral health
	2.7 Explain how to maintain oral hygiene and comfort for an individual who is unable to self-care
3. Be able to assess and review oral health and mouth care needs	3.1 Communicate with the individual and **others** to collate information about: • daily mouth care and the support required • dental aids and equipment used • dentures, implants or orthodontic appliances • details of last visit to dentist
	3.2 Use an approved **assessment tool** to assess oral health within organisational policy
	3.3 Collaborate with the individual and others to agree details of daily mouth care and level of support
	3.4 Record the results of the assessment and mouth care needs

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	3.5 Refer the individual to ensure they have access to dental services in line with their needs, preferences and national guidance
4. Be able to support individuals and others to carry out oral hygiene and maintain or improve oral health	4.1 Support individuals to use recommended **techniques** and products for cleaning teeth, aids and mouth care
	4.2 Apply standard precautions for infection prevention and control during mouth care
	4.3 Ensure dentures, implants and orthodontic appliances are **cleaned and maintained** as required
	4.4 Ensure individual access to consistent supplies of mouth care equipment in sufficient quantity and quality
	4.5 Monitor oral hygiene and health, and level of support required
	4.6 Provide information to the individual and others about **aspects of health** that could be changed to maintain or improve oral health
	4.7 Support the individual to access dental care and treatment in line with national guidance
	4.8 Review and adapt support to meet an individual's **changing needs and circumstances**

Range
1. Understand the importance of oral health and hygiene for adults
1.1 Structure: To include: • lips • teeth • gums • tongue • roof of mouth (hard and soft palate) • mucous membrane • throat • salivary glands **1.3 Factors:** Examples may include, but are not limited to: • cognitive impairment • physical impairment • diet • smoking • alcohol and/or substance use • sensory processing differences • pregnancy • effects of medication (dry mouth) • diabetes • limited manual dexterity • sensory impairment

Range
• dehydration **1.4 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for **1.4 Holistic health:** Examples may include, but are not limited to: • reduced dietary intake and malnutrition • increased risk of aspiration pneumonia • links with coronary heart disease, stroke and peripheral vascular disease **1.5 Types of oral disease:** Examples may include, but are not limited to: • dental decay • gum disease (gingivitis and periodontitis) • mouth ulcers • infection • dental abscess • oral thrush • oral cancer **1.6 Conditions:** Examples may include, but are not limited to: • sore and cracked lips • geographic tongue • cold sore • teeth grinding (bruxism)
2. Understand the principles of oral health and mouth care for adults
2.1 National guidance: Current guidance in England could include, but is not limited to, examples below: • oral health for adults in care homes – National Institute for Health and Care Excellence (NICE) guideline (NG48) • improving oral health for adults in care homes – NICE • smiling matters: oral health in care homes • Care Quality Commission (CQC) • Delivering Better Oral Health: An Evidence-based Toolkit for Prevention (Department of Health & Social Care) **2.2 Oral health assessment:**

Range
• learners may refer to assessment tool as recommended by NICE or equivalent assessment tool used within the setting • oral health for adults in care homes – NICE guideline (NG48)
3. Be able to assess and review oral health and mouth care needs
3.1 Others: Examples include, but are not limited to: • family • carers • colleagues • other professionals **3.2 Assessment tool:** Learners may refer to assessment tool as recommended by NICE or equivalent assessment tool used within the setting.
4. Be able to support individuals and others to carry out oral hygiene and maintain or improve oral health
4.1 Techniques: Should be according to the dentist's instructions and individual care plan. Examples may include, but are not limited to: • brushing teeth • dental flossing • cleaning of dentures/partial dentures • cleaning and care of orthodontic prosthesis, mouth guards **4.3 Cleaned and maintained:** Cleaning and maintenance of dentures includes: • removing dentures at night in line with individual preferences • denture marking • removal of food debris • ensuring comfortable and secure fitting of dentures • use of denture adhesive if necessary **4.6 Aspects of health:** Examples may include, but are not limited to: • nutrition • smoking cessation • good hydration

Range
• regular access to dental care • oral health **4.8 Changing needs and circumstances:** Include level of support required (for example, due to manual dexterity, or changes in health requiring more frequent mouth care).

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

Specialisms units

HSC S 3 Support families who care for individuals with acquired brain injury (M/616/6351)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support the families and carers of individuals with acquired brain injury.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the impact on families who care for an individual with acquired brain injury	1.1 Explain the **impact** on families of caring for an **individual** in relation to: • type of brain injury • severity of brain injury
	1.2 Describe how **theories of loss and grief** inform practice
	1.3 Describe long-term adjustments families may need to make
	1.4 Explain the impact on families of **personality changes** in the individual
2. Understand legislation and policy in relation to supporting carers	2.1 Summarise legislation and policy which relates to carers
3. Be able to assess the support required by families who hold the primary caring role	3.1 Assess the support primary carers require
	3.2 Agree a plan of support with the primary carer
	3.3 Report needs which have not been met
4. Be able to work in partnership with **others**	4.1 Explain the roles of **other professionals and agencies** working with individuals with acquired brain injury
	4.2 Work in partnership with other professionals and agencies to support families
	4.3 Evaluate outcomes of partnership working for families

Range
1. Understand the impact on families who care for an individual with acquired brain injury
1.1 Impact: Examples may include, but are not limited to: • emotional • psychological • social • financial

Range
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.2 Theories of loss and grief:** Examples may include, but are not limited to: • Kübler-Ross • Worden **1.4 Personality changes:** Examples may include, but are not limited to: • irritability • disinhibited behaviour • frustration • loss of social skills • lack of self-awareness
4. Be able to work in partnership with **others**
4. Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **4.1 Other professionals and agencies:** Examples may include, but are not limited to: • carers' organisations • social workers • GPs • supervisor • advocate • carers/family members • colleagues

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

HSC S 4A Understand the impact of acquired brain injury on individuals (H/650/1684)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with acquired brain injury.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand acquired brain injury	1.1 Describe acquired brain injury
	1.2 Describe **main structures of the brain** and their related functions
	1.3 Describe possible causes of acquired brain injury
	1.4 Explain the difference between a traumatic brain injury and other forms of acquired brain injury
	1.5 Describe brain injuries that are: • mild • moderate • severe
2. Understand the impact of acquired brain injury on individuals	2.1 Describe the initial effects of acquired brain injury on the **individual**
	2.2 Explain the long-term effects of acquired brain injury to include: • physical • **functional** • cognitive • behavioural • emotional
	2.3 Explain **concepts of loss** in relation to acquired brain injury for individuals and carers
3. Understand the specialist communication needs of an individual with acquired brain injury	3.1 Explain dysphasia and dysarthria
	3.2 Compare strategies to support an individual with dysphasia and dysarthria
	3.3 Evaluate intervention strategies and assistive technology used to support communication
4. Understand the impact that personality changes may have on individuals with acquired brain injury and others	4.1 Explain the impact of **changes in personality** on an individual with acquired brain injury and **others**
	4.2 Explain how lack of self-awareness may affect an individual and others
	4.3 Describe how to support the individual and family/carers to come to terms with personality changes
5. Understand the impact of behaviour that challenges	5.1 Describe **behaviours that challenge**
	5.2 Explain the impact of own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3 Explain the importance of a proactive approach to supporting individuals to manage their behaviour
	5.4 Explain risk management in relation to an individual's behaviour
	5.5 Explain the process for reporting and referring behaviour that challenges

Range
1. Understand acquired brain injury

1.2 Main structures of the brain:
 	
Examples may include, but are not limited to:
 	
• cerebrum:
  ○ frontal lobe
  ○ parietal lobe
  ○ occipital lobe
  ○ temporal lobe
• cerebellum
• limbic system
• brainstem

2. Understand the impact of acquired brain injury on individuals
2.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.2 Functional:** The individual's ability to carry out day-to-day tasks (for example, dressing, washing, cooking). It does not solely mean the physical ability but can also mean concentration and motivation for doing tasks. **2.3 Concepts of loss:** Examples may include, but are not limited to: • stages of grief (for example, Kübler-Ross and Worden)
4. Understand the impact that personality changes may have on individuals with acquired brain injury and others
4.1 Changes in personality: Examples may include, but are not limited to: • irritability • uninhibited behaviour • frustration • loss of social skills • lack of self-awareness **4.1 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services

Range
• families, carers and advocates
5. Understand the impact of behaviour that challenges
5.1 Behaviours that challenge: Examples may include, but are not limited to: • physical attack • threatening language • sexual disinhibition

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

HSC S 6 Support individuals with autism spectrum condition (ASC) (A/616/6353)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with autism spectrum condition (ASC).				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**33 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislative frameworks that relate to individuals with autism spectrum condition (ASC)	1.1 Outline the legislative frameworks that relate to an **individual** with autism spectrum condition
	1.2 Explain how legislative frameworks underpin the development of services for individuals with autism spectrum condition
2. Understand the main characteristics of autism spectrum condition	2.1 Outline a range of theories relating to autism spectrum condition
	2.2 Explain characteristics that are associated with autism spectrum condition
	2.3 Describe the sensory processing and perceptual differences associated with autism
	2.4 Describe the effects of other **conditions that may co-occur with autism**
	2.5 Describe how autism may affect speech and language development
3. Be able to support individuals with autism spectrum condition	3.1 Identify the unique abilities, needs, strengths and interests of an individual with autism
	3.2 Encourage an individual to recognise their strengths and abilities
	3.3 Support an individual with autism spectrum condition to develop their **personal skills**
	3.4 Support an individual and others to develop strategies for managing the impact of autism spectrum condition
4. Be able to support individuals with autism spectrum condition with social interaction and communication	4.1 Work with an individual and **others** to identify **strategies** and methods for communication
	4.2 Use strategies and methods to support an individual to communicate
	4.3 Identify patterns of behaviour associated with an individual's autism
	4.4 Support an individual and others to recognise the significance and meaning of their behaviour
	4.5 Support an individual to develop strategies to manage their behaviour in different situations
5. Be able to support an individual with autism through transitions and change	5.1 Support an individual through a transition
	5.2 Work with an individual and others to recognise routines that are important to the individual
	5.3 Enable an individual to use routines to make sense and order of their daily life
	5.4 Support an individual during changes to their routines
	5.5 Adapt the physical sensory environment to: • reduce sensory overload • increase sensory simulation

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to support individuals with autism to promote their safety, wellbeing and fulfilment	6.1 Work with an individual and others to develop strategies to manage the physical and sensory environment
	6.2 Support an individual to select and access services and facilities
	6.3 Use strategies to support individuals with autism to develop skills for personal safety
	6.4 Describe the actions to take if there is concern about an individual's safety and wellbeing

Range
1. Understand legislative frameworks that relate to individuals with autism spectrum condition
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the main characteristics of autism spectrum condition
2.4 Conditions that may co-occur with autism: May include: • learning disability • mental ill-health • epilepsy • attention deficit hyperactivity disorder (ADHD) • developmental co-ordination disorder (dyspraxia)
3. Be able to support individuals with autism spectrum condition
3.3 Personal skills: As appropriate to the individual (for example, organisational skills, social skills, money management).
4. Be able to support individuals with autism spectrum condition with social interaction and communication
4.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **4.1 Strategies:** Include approaches used to facilitate social interaction or coping strategies that may be developed over time. Proactive approaches should be encouraged wherever possible.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment (RWE).

HSC S 7 Understand how to support individuals with autism spectrum condition (ASC) (F/616/6354)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to support individuals with autism spectrum condition (ASC).				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the characteristics and diagnostic features of autism spectrum condition	1.1 Describe the main diagnostic features of autism spectrum condition
	1.2 Explain the meaning of the term 'autism spectrum'
	1.3 Describe the range of **diagnoses and profiles** that are recognised on the autism spectrum
	1.4 Describe the sensory processing and perceptual differences associated with autism
	1.5 Describe the effects of other **conditions that may co-occur with autism**
	1.6 Describe how autism may affect speech and language development
	1.7 Explain why it is important to recognise that each **individual** has unique abilities, needs, strengths and interests
2. Understand how autism can impact on the lives of individuals and others	2.1 Describe ways in which autism can impact on the everyday lives of individuals and **others**
	2.2 Explain how **factors** may impact the experience of autism for the individual and others
	2.3 Give examples of how individuals with autism may experience discrimination
	2.4 Describe ways of supporting an individual and others to understand their autism spectrum condition
	2.5 Describe positive aspects of autism spectrum condition
3. Understand different theories and concepts in relation to autism spectrum condition	3.1 Explain theories about autism related to: • brain function • genetics • psychology
	3.2 Explain what is meant by the 'triad' and 'dyad' of impairment
	3.3 Explain why there are alternative choices of terminology used to describe the autism spectrum
	3.4 Evaluate the strengths and limitations of different types of terminology
	3.5 Explain the contributions of autism rights groups and the implications of their views for the support of individuals with autistic spectrum condition
	3.6 Outline controversies concerning the search for cures and interventions for autism spectrum conditions and for pre-natal diagnosis

Learning outcomes The learner will:	**Assessment criteria** The learner can:
4. Understand the legislative and policy framework in relation to the support of individuals with autistic spectrum conditions	4.1 Explain how current legislation, national policy and guidance supports the rights of individuals with autism in relation to: • advocacy • education and employment • mental capacity • safeguarding
5. Understand how to develop strategies and skills to enable social interaction and communication with individuals on the autism spectrum	5.1 Explain how behaviour should be viewed as a form of communication
	5.2 Describe how strategies and assistive technology are used to develop and support social interaction and communication
	5.3 Evaluate how to adapt own verbal and non-verbal communication style during interactions with individuals with autism
6. Understand how to support individuals with an autism spectrum condition	6.1 Explain why it is important to establish a person-centred plan tailored to an individual's **specific preferences and needs**
	6.2 Explain why consultation with others is important in person-centred planning and support
	6.3 Describe different techniques and approaches to support individuals with an autism spectrum condition to learn and develop new skills
	6.4 Explain how adaptations to the physical and sensory environment can be made to: • reduce sensory overload • increase sensory stimulation
	6.5 Explain ways of supporting an individual with autism to protect themselves from **harm**
	6.6 Explain how needs change for individuals and their families/carers at different stages of their lives
	6.7 Describe the role of advocacy in the support of individuals with an autism spectrum condition

Range
1. Understand the characteristics and diagnostic features of autism spectrum condition
1.3 Diagnoses and profiles: Examples may include, but are not limited to: • Asperger syndrome • pathological demand avoidance (PDA) **1.5 Conditions that may co-occur with autism:** May include: • learning disability • mental ill-health • epilepsy • attention deficit hyperactivity disorder (ADHD) • developmental co-ordination disorder (dyspraxia)

Range
1.7 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand how autism can impact on the lives of individuals and others
2.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **2.2 Factors:** Examples may include, but are not limited to: • gender • age • ethnicity • social • cultural • religious • attitudes • awareness
6. Understand how to support individuals with an autism spectrum condition
6.1 Specific preferences and needs: Examples may include, but are not limited to: • routines • timetables and structures • levels of sensory stimulation • special interests or rituals **6.5 Harm:** Examples may include, but are not limited to: • being taken advantage of because of lack of social understanding • violating the law without realising they are doing something harmful • abuse • difficulty predicting outcomes of actions • lack of awareness of danger • use of social media and online safety • extreme anxiety

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

HSC S 9 Provide support to individuals with dementia (J/616/6355)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals with dementia.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation and frameworks in relation to the care and support of individuals with dementia	1.1 Summarise **legislation and frameworks** in relation to the care and support of an **individual** with dementia
	1.2 Explain how agreed ways of working uphold the rights of an individual with dementia
	1.3 Explain how the **best interests** of an individual with dementia are met through care and support
	1.4 Explain what is meant by providing care and support in a least restrictive way
	1.5 Summarise the rights of carers
2. Be able to promote positive interactions with individuals with dementia	2.1 Explain how different types of dementia influence an individual's ability to communicate and interact
	2.2 Explain the impact on an individual's communication skills and interactions of: • sensory impairment • health needs • environment • actions of carers or **others**
	2.3 Compare a **reality orientation** approach with a **validation approach** to interactions
	2.4 Use different communication techniques with an individual who has dementia
	2.5 Observe the behaviour of an individual with dementia to interpret needs
	2.6 Respond to the behaviour of an individual with dementia
3. Be able to support rights and choices of individuals with dementia	3.1 Explain how strategies developed from knowledge of the individual's personality and life history can be used to support individuals with dementia
	3.2 Provide support to an individual with dementia using strategies that have been developed from knowledge of their personality and life history
	3.3 Support an individual with dementia in identifying and managing risks for their care and support
	3.4 Review the effectiveness of strategies which have been developed from knowledge of an individual's personality and life history
	3.5 Create an **environment** which enables an individual with dementia to achieve their potential

Learning outcomes The learner will:	**Assessment criteria** The learner can:
4. Be able to involve carers and others in supporting individuals with dementia	4.1 Describe how the experience of an individual's dementia may impact on carers
	4.2 Involve carers and others in the care planning cycle
	4.3 Ensure an individual with dementia, carers and others can access complaints procedures
	4.4 Describe how conflicts of interests are managed between the carer and an individual with dementia

Range
1. Understand legislation and frameworks in relation to the care and support of individuals with dementia
1.1 Legislation and frameworks: Examples may include, but are not limited to: • Care Act 2014 • Equality Act 2010 • Living well with dementia: a national dementia strategy 2009 • Mental Health Act 2007 • Mental Capacity Act 2005 and as amended 2007 • Human Rights Act 1998 **1.1 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.3 Best interests:** Mental Capacity Act 2005 and as amended 2007 – to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.
2. Be able to promote positive interactions with individuals with dementia
2.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **2.3 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.

Range
2.3 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.
3. Be able to support rights and choices of individuals with dementia
3.5 Environment: Examples may include, but are not limited to: • social • physical

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0021 • SCDHSC0024 • SCDHSC0035

HSC S 10 Diabetes awareness (L/616/6356)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required to be aware of diabetes.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**28 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand diabetes	1.1 Define the term ‘diabetes’
	1.2 Outline key features of type 1 diabetes
	1.3 Outline key features of type 2 diabetes
	1.4 Describe signs and symptoms of diabetes
2. Know risk factors for developing type 2 diabetes	2.1 Identify risk factors associated with the development of type 2 diabetes
	2.2 Describe ways that **individuals** can reduce their risk of developing type 2 diabetes
	2.3 Outline the long-term health consequences of developing type 2 diabetes
3. Know the treatment and management options for individuals with diabetes	3.1 Outline the treatments and other support available for individuals with diabetes: • nutritional • medication • exercise
	3.2 Describe the importance of support from **others** for the individual with diabetes
	3.3 Give examples of tests used to monitor diabetes to include: • annual tests • daily (or more frequent) tests
4. Know how to respond to hypoglycaemia	4.1 Define the term ‘hypoglycaemia’
	4.2 Identify the causes of hypoglycaemia
	4.3 List the signs and symptoms of hypoglycaemia
	4.4 Describe actions to take if an individual is hypoglycaemic
5. Know how to respond to hyperglycaemia	5.1 Define the term ‘hyperglycaemia’
	5.2 Identify the causes of hyperglycaemia
	5.3 List the signs and symptoms of hyperglycaemia
	5.4 Describe actions to take if an individual is hyperglycaemic
6. Understand the links between diabetes and other conditions	6.1 Describe the impact of **intercurrent illness** on individuals with diabetes
	6.2 Outline how treatment for diabetes may be required to change in response to intercurrent illness
	6.3 Describe the links and possible complications between diabetes and: • dementia • depression • pregnancy • cardiovascular disease

Learning outcomes The learner will:	**Assessment criteria** The learner can:
7. Understand how to work safely when monitoring individuals with diabetes	7.1 Identify current legislation and codes of practice for **safe working practices**
	7.2 Explain the use of personal protective equipment (PPE) when supporting monitoring activity

Range
2. Know risk factors for developing type 2 diabetes
2.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Know the treatment and management options for individuals with diabetes
3.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
6. Understand the links between diabetes and other conditions
6.1 Intercurrent illness: A disease occurring during the course of another disease with which it has no connection.
7. Understand how to work safely when monitoring individuals with diabetes
7.1 Safe working practices: Including working and disposing of sharps, needles and lancets, disposing of body fluids.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SFHDiabHA1 • SFHDiabHA2 • SFHDiabHA5 • SFHDiabHA8 • SFHDiabTT01

HSC S 13 End of life care (D/616/6359)

Unit summary				
The aim of this unit is to provide learners with the knowledge and understanding required in relation to end of life care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**7 credits**	**53 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how the legislative framework relating to end of life care protects the rights of individuals and others	1.1 Outline **legal requirements and agreed ways of working** in relation to end of life care
	1.2 Describe current national strategies and approaches to end of life care
	1.3 Describe aims of end of life care
	1.4 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	1.5 Explain strategies to overcome conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
2. Understand factors that impact on end of life care	2.1 Outline theories in relation to death and dying
	2.2 Describe **factors** that may affect an **individual's** view of death and dying
	2.3 Explain how beliefs, religion and culture of individuals and others influence end of life care
	2.4 Explain why support for spiritual needs is important at the end of life
	2.5 Explain the role of **others** in an individual's end of life care
	2.6 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1 Explain the purpose of **advance care planning** in relation to end of life care
	3.2 Explain how to ensure end of life plans and advance care plans are understood and shared
	3.3 Outline ethical and legal issues that may arise in relation to advance care planning
4. Understand pain and symptom management in end of life care	4.1 Describe a range of interventions used for pain and symptom management
	4.2 Explain how symptom and pain management is co-ordinated
	4.3 Identify common signs and symptoms that indicate an individual is entering the last days of life
5. Understand how to support individuals and others during end of life care	5.1 Explain the importance and sensitivity of discussing dying, death and bereavement for individuals and others
	5.2 Describe sources of support and resources that can be obtained through networks, community groups and partnerships to help individuals at the end of life

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	5.3 Give examples of how an individual's wellbeing can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies • assistive technology
	5.4 Explain how to recognise when an individual and others require privacy
	5.5 Explain factors that influence who should communicate significant information to an individual or others
6. Understand the role of organisations, community and support services available to individuals and others in relation to end of life care	6.1 Describe the role of **organisations, community and support services** that contribute to end of life care
	6.2 Describe eligibility criteria and processes for referral to specialist services
	6.3 Explain the role of an advocate in relation to end of life care
	6.4 Explain the use of lasting power of attorney in decision-making
7. Understand actions to take following the death of an individual	7.1 Explain why it is important to know about an individual's wishes for after-death care
	7.2 Describe the importance of **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3 Describe ways to support others immediately following an individual's death
8. Understand how to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Explain support systems to deal with own feelings in relation to an individual's dying or death

Range
1. Understand how the legislative framework relating to end of life care protects the rights of individuals and others
1.1 Legal requirements 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
2. Understand factors that impact on end of life care
2.2 Factors: Examples may include, but are not limited to:

Range
• physical • emotional • psychological • spiritual • cultural and religious needs **2.2. Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.5. Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
3. Understand advance care planning in relation to end of life care
3.1 Advance care planning: Examples may include, but are not limited to: • gold standards framework (GSF) • preferred priorities for care (PPC)
6. Understand the role of organisations, community and support services available to individuals and others in relation to end of life care
6.1 Organisations, community and support services: Examples may include, but are not limited to: • nursing and care homes • specialist palliative care services • domiciliary, respite and day services • funeral directors
7. Understand actions to take following the death of an individual
7.2 Actions: Examples may include, but are not limited to: • attending to the body of the deceased • reporting the death through agreed channels • informing key people

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0385

HSC S 16 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding of the principles of supporting individuals with a learning disability regarding sexuality and sexual health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**21 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the development of human sexuality	1.1 Define the terms: • sexuality • sexual health • sexual orientation • sexual expression
	1.2 Explain sexual development milestones throughout the lifespan
2. Understand factors that impact sexual development of individuals with a learning disability	2.1 Explain how **factors** can influence the sexual development, sexual expression and sexual health of an **individual** with a learning disability
	2.2 Explain the importance of considering an individual's **mental capacity** in relation to sexual development, sexual experiences, sexual expression and sexual health
3. Understand the support of sexual health issues	3.1 Explain the **key features of sexual health** and wellbeing and how these relate to an individual's overall health and wellbeing
	3.2 Identify sexual health issues that affect men and women
	3.3 Explain how sexual health issues can be supported through plans for health care
	3.4 Identify local services that support sexual health for individuals
4. Understand legislation in relation to the support of sexuality and sexual health for individuals with learning disabilities	4.1 Summarise legislation in relation to sexuality and sexual health for individuals
5. Understand how to support the sexual expression of an individual with a learning disability	5.1 Explain how the practitioner's values, beliefs and experiences may impact support
	5.2 Describe ways an individual with a learning disability may express themselves sexually and how individual preferences can be supported
	5.3 Explain how to support an individual with a learning disability to: • keep safe sexually • minimise sexual vulnerability • avoid abuse
	5.4 Explain action to take in response to safeguarding concerns in relation to sexual relationships

Range
2. Understand factors that impact sexual development of individuals with a learning disability
2.1 Factors: Examples may include, but are not limited to: • genetics • environmental • socio-economic • cultural, religious and moral beliefs • education • relationships • behaviour and lifestyle (for example, alcohol and substance abuse) • demographics • peer pressure • media and social media • self-esteem and confidence • resilience • vulnerability • mental capacity • sexual exploitation and abuse (for example, grooming, domestic abuse, gender violence) **2.1 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.2 Mental capacity:** The principles of human rights underpin this unit. Where mental capacity is referred to it should be remembered that the Mental Capacity Act 2005 and as amended 2007 states that everyone should be treated as able to make their own decisions until it is shown that they are not.
3. Understand the support of sexual health issues
3.1 Key features of sexual health: Examples may include, but are not limited to: • contraception • hygiene • sexually transmitted infections

Delivery and assessment guidance
This unit needs to be assessed in line with the Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDHSC0331 • SCDHSC0332 • SCDHSC0356

HSC S 17 Support individuals with learning disabilities to access healthcare (D/616/6362)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to support individuals with learning disabilities to access healthcare.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1 Outline legislation, polices and guidance in relation to supporting an **individual** with learning disabilities to access healthcare
	1.2 Describe a rights-based approach to accessing healthcare
	1.3 Explain ways to support an individual to give informed consent in line with legislation, policies and guidance
2. Understand the function of healthcare services that an individual with learning disabilities may need to access	2.1 Explain the **healthcare services** that an individual may need to access
	2.2 Explain how an individual can access each type of healthcare service
	2.3 Describe the role and responsibilities of professionals working in different types of healthcare services
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities	3.1 Explain how **plans for healthcare** can be used to support the healthcare needs of an individual
	3.2 Explain health checks available to individuals to support health and wellbeing
	3.3 Explain the importance of routine healthcare checks
4. Be able to complete and review plans for healthcare for individuals with learning disabilities	4.1 Identify who needs to be involved in the process of completing and reviewing plans for healthcare
	4.2 Complete plans for healthcare with an individual and **others**
	4.3 Review plans for healthcare with an individual and others
5. Be able to support an individual with learning disabilities to access a variety of healthcare services	5.1 Describe barriers to accessing healthcare services
	5.2 Explain strategies to overcome barriers to accessing healthcare services
	5.3 Provide accessible information related to healthcare to individuals
	5.4 Work with others to support an individual to access healthcare services
	5.5 Support an individual in a range of **practical healthcare situations**
	5.6 Support an individual to make safe choices in relation to **treatments and medication**
	5.7 Record details of a healthcare visit in an accessible format

Range
1. Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare
1.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand the function of healthcare services that an individual with learning disabilities may need to access
2.1 Healthcare services: Examples may include, but are not limited to: • primary healthcare services • acute healthcare services • specialist healthcare services • community healthcare services
3. Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities
3.1 Plans for healthcare: In England this refers to/should include health action plans.
4. Be able to complete and review plans for healthcare for individuals with learning disabilities
4.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
5. Be able to support an individual with learning disabilities to access a variety of healthcare services
5.5 Practical healthcare situations: Examples may include, but are not limited to: • making and keeping a routine health check appointment • making a complaint about a healthcare professional • describing pain or other symptoms to a healthcare professional • spending a night in hospital and having a medical procedure **5.6 Treatments and medication:** Examples may include, but are not limited to: • complementary therapies • self-medicating • over the counter medicine

Delivery and assessment guidance
This unit needs to be assessed in line with the Skills for Care and Development assessment principles. Learning outcomes 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0330

HSC S 20 Promote mental wellbeing and mental health (H/616/6363)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to promote mental wellbeing and mental health.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand perspectives of and factors that impact mental wellbeing and mental health	1.1 Compare **perspectives** in relation to mental wellbeing and mental health
	1.2 Explain factors that may impact mental wellbeing and mental health across the life span: • biological • social • psychological • emotional
	1.3 Explain how **risk** and **protective factors** influence resilience in **individuals** and groups
2. Understand local, national or international strategy to promote mental wellbeing and mental health	2.1 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health
	2.2 Evaluate a local, national or international strategy to promote mental wellbeing and mental health
3. Be able to promote mental wellbeing and mental health	3.1 Explain how an individual may promote their own mental wellbeing and mental health
	3.2 Promote mental wellbeing and mental health within own service
	3.3 Support an individual to promote their own mental wellbeing and mental health
	3.4 Implement a strategy for supporting an individual to promote their own mental wellbeing and mental health
	3.5 Review a strategy for supporting an individual to promote their own mental wellbeing and mental health
4. Be able to promote social inclusion to support individuals' mental wellbeing and mental health	4.1 Support an individual to develop positive relationships
	4.2 Support an individual to build social networks
	4.3 Create an environment that promotes social inclusion

Range
1. Understand perspectives of and factors that impact mental wellbeing and mental health
1.1 Perspectives: Examples may include, but are not limited to: • nature/nurture • medical model • social model

Range
1.3 Risk factors: Examples may include, but are not limited to: • inequalities • poor quality social relationships **1.3 Protective factors:** Examples may include, but are not limited to: • socially valued roles • social support and contact **1.3 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHMH14

HSC S 22 Support individuals with multiple conditions and/or disabilities (M/616/6365)

Unit summary				
The aim of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**31 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Describe **multiple conditions and/or disabilities** that **individuals** may have
	1.2 Explain the impact of multiple conditions and/or disabilities on an individual's **wellbeing** and quality of life
2. Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1 Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
	2.2 Explain the limits and boundaries of own role and responsibilities
3. Understand the support available for individuals with multiple conditions and/or disabilities	3.1 Explain the role of assessment of health and social care needs for individuals with multiple conditions and/or disabilities
	3.2 Explain roles and responsibilities of **others** who provide support to individuals with multiple conditions and/or disabilities
	3.3 Explain resources available to support the additional needs of individuals with multiple conditions and/or disabilities
	3.4 Explain equipment available to support additional needs of individuals with multiple conditions and/or disabilities
	3.5 Explain the role of **informal networks** in supporting individuals with multiple conditions and/or disabilities
4. Be able to assist individuals with multiple conditions and/or disabilities	4.1 Support an individual to identify needs and preferences
	4.2 Identify any resources or specialist equipment that may be required to support an individual to engage in **activities**
	4.3 Support an individual to engage in activities that meet their needs and preferences
5. Be able to evaluate the support provided to an individual to engage in activities	5.1 Review with the individual and/or others how well the activities have met the identified needs and preferences
	5.2 Reflect on own contribution to supporting an individual to engage in activities
	5.3 Explain where additional advice, guidance or support can be accessed to improve own practice
	5.4 Adapt own practice to support the needs of the individual

Range
1. Understand the impact of multiple conditions and/or disabilities on individuals
1.1 Multiple conditions and/or disabilities: Could include a combination of factors relating to: • sensory loss • physical health • mental health • physical disability • learning difficulty/disability • autism **1.1 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.2 Wellbeing:** May include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental
3. Understand the support available for individuals with multiple conditions and/or disabilities
3.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **3.5 Informal networks:** Examples may include, but are not limited to: • family • friends • neighbours • special interest groups

Range
4. Be able to assist individuals with multiple conditions and/or disabilities
4.2 Activities: Could include: • managing and maintaining nutrition • maintaining personal hygiene • managing toilet needs • being appropriately clothed • being able to make use of the adult's home safely • maintaining a habitable home environment • developing and maintaining family or other personal relationships • accessing and engaging in work, training, education or volunteering • making use of necessary facilities or services in the local community, including public transport, and recreational facilities or services • carrying out any caring responsibilities the adult has for a child

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDSS4

HSC S 23 Support individuals with Parkinson's disease (T/616/6366)

Unit summary				
The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals with Parkinson's disease.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the signs, symptoms and progression of Parkinson's disease	1.1 Describe Parkinson's disease
	1.2 Explain changes in the brain that cause Parkinson's disease to develop
	1.3 Describe symptoms of Parkinson's disease in relation to: • motor • non-motor
	1.4 Compare young onset Parkinson's disease with traditional onset Parkinson's disease
	1.5 Describe typical phases and timeframes of the progression of Parkinson's disease
	1.6 Identify a range of different conditions known under the term **Parkinsonism**
2. Understand the impact of Parkinson's disease on the individual and others	2.1 Describe the impact of motor and non-motor symptoms on an **individual's** quality of life
	2.2 Explain the impact of Parkinson's disease on an individual's relationships with **others**
	2.3 Explain the impact of fluctuations in symptoms of Parkinson's disease on an individual and others
	2.4 Describe the impact of Parkinson's disease on the individual in relation to: • communication • cognition • behaviour • emotion
3. Understand the diagnosis, interventions and treatment options to manage Parkinson's disease	3.1 Describe processes for diagnosis and referral of an individual with Parkinson's disease
	3.2 Describe how to access local, community and statutory agencies, support services and networks appropriate to an individual with Parkinson's disease
	3.3 Describe methods, practices and interventions to support individuals to manage their symptoms
	3.4 Describe **treatment options** available for an individual with Parkinson's disease
	3.5 Explain how nutrition and hydration are managed for an individual with Parkinson's disease

Learning outcomes The learner will:	**Assessment criteria** The learner can:
4. Understand safe and effective use of medication for Parkinson's disease	4.1 Identify medication used to manage Parkinson's disease
	4.2 Describe the common side-effects of medication for Parkinson's disease
	4.3 Explain the consequences when medication is not taken or given on time
	4.4 Describe how to manage side effects of medication for Parkinson's disease
5. Be able to support the health and wellbeing of individuals with Parkinson's disease	5.1 Implement person-centred strategies and **techniques** to address: • communication difficulties • cognitive difficulties • behavioural changes
	5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: • mobility and falls • swallowing difficulties • sleep disturbances
	5.3 Contribute to the evaluation of service delivery in relation to supporting individuals living with Parkinson's disease

Range
1. Understand the signs, symptoms and progression of Parkinson's disease
1.6 Parkinsonism: Or Parkinson's disease syndrome. A term used to describe a range of conditions that have similar symptoms to Parkinson's disease.
2. Understand the impact of Parkinson's disease on the individual and others
2.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.2 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
3. Understand the diagnosis, interventions and treatment options to manage Parkinson's disease
3.4 Treatment options: Examples may include, but are not limited to**:** • medication • surgical • physiotherapy

Range
5. Be able to support the health and wellbeing of individuals with Parkinson's disease
5.1 Techniques: Those designed specifically to support individuals in managing communication and cognition difficulties directly associated with Parkinson's disease, such as cognitive freezing.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 5 must be assessed in a real work environment (RWE).

HSC S 26 Understand sensory loss (J/616/6369)

Unit summary				
The aim of this unit is to provide learners with knowledge and understanding of sensory loss.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**21 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the factors that impact on individuals with sensory loss	1.1 Analyse how **factors** impact on an **individual** with **sensory loss**
	1.2 Analyse how societal attitudes and beliefs impact on an individual with sensory loss
	1.3 Explore how a range of factors, societal attitudes and beliefs impact on service provision
2. Understand the importance of effective communication for individuals with sensory loss	2.1 Explain methods of communication used by individuals with: • sight loss • hearing loss • deafblindness
	2.2 Describe how the environment facilitates effective communication for individuals with sensory loss
	2.3 Explain how communication may impact on the lives of individuals with sensory loss
3. Understand causes and conditions of sensory loss	3.1 Identify causes of sensory loss
	3.2 Define: • congenital sensory loss • acquired sensory loss
	3.3 Describe demographic factors that influence the incidence of sensory loss in the population
4. Understand how to recognise when an individual may be experiencing sight and/or hearing loss and actions to take	4.1 Identify the indicators and signs of: • sight loss • hearing loss • deafblindness
	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

Range
1. Understand the factors that impact on individuals with sensory loss
1.1 Factors: Examples may include, but are not limited to: • communication • information • familiar layouts and routines

Range
• mobility • whether sensory loss is acquired or congenital • the age and stage of life when sensory impairment or loss was acquired • level of impairment • support available **1.1 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.1 Sensory loss:** Could include: • sight loss • hearing loss • deafblindness

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Relationship to national occupational standards (NOS): • SCDSS1 • SCDSS2 • SCDSS3 • SCDSS4 • SCDSS5 • SCDSS6 • SCDSS7 • SCDSS8 • SCDSS9 • SCDSS11

HSC S 27 Support the assessment of individuals with sensory loss (F/616/6371)

Unit summary				
The aim of this unit is to provide learners with knowledge, understanding and skills required to support the assessment of individuals with sensory loss.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**22 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand own role and the roles of others in the assessment of individuals with sensory loss and their carers	1.1 Outline current legislation and guidance in relation to the assessment of **individuals** with **sensory loss**
	1.2 Describe the rights of individuals with sensory loss and their carers in relation to assessment
	1.3 Describe own role and responsibilities in supporting the assessment of individuals with sensory loss
	1.4 Outline roles and responsibilities of **others** involved in the assessment of individuals with sensory loss
	1.5 Describe the specific **factors** within an assessment for individuals with sensory loss
	1.6 Explain the importance of using both **formal and informal methods** to gather information for assessments
	1.7 Evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment
2. Understand own role and the role of others in promoting the interests of individuals with sensory loss	2.1 Explain why it is important to promote awareness of sensory loss
	2.2 Outline own role in promoting awareness of sensory loss
	2.3 Describe the roles of self and others who promote the interests of individuals with sensory loss
	2.4 Describe the role of individuals in promoting awareness of sensory loss
3. Be able to support the assessment of individuals with sensory loss	3.1 Agree areas of assessment required with the individual and others
	3.2 Enable active participation of the individual throughout the assessment process
	3.3 Contribute to the assessment within boundaries of own role
	3.4 Record and report the outcomes of the assessment
	3.5 Monitor and review support and progress against agreed outcomes of the assessment
4. Be able to support primary carers	4.1 Communicate with the primary carer to identify support needed
	4.2 Contribute to the assessment of primary carers' needs
	4.3 Identify support needs with the primary carers
	4.4 Record and report needs of primary carers
	4.5 Identify sources of information and support for referral
5. Be able to promote evidence-based practice in relation to sensory loss	5.1 Provide individuals and others with information on evidence-based practice relevant to sensory loss
	5.2 Use information, resources or evidence-based practice to improve practice
	5.3 Review outcomes of applying evidence-based practice for the individual, others and the service

Range
1. Understand own role and the roles of others in the assessment of individuals with sensory loss and their carers
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.1 Sensory loss:** Examples may include, but are not limited to: • sight loss • hearing loss • deafblindness **1.4 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • social care services • families, carers and advocates **1.5 Factors:** Examples may include, but are not limited to: • communication • assistive technology • positive risk assessment • mobility and falls • environment **1.6 Formal and informal methods:** Could include: • observation • communication • feedback from individuals • feedback from families/carers/friends • deterioration in the environment

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDSS1 • SCDSS2 • SCDSS3 • SCDSS4 • SCDSS6 • SCDSS11

HSC S 29A Promote stroke care management (J/650/1685)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote stroke care management.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**36 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, policy and guidance in relation to strokes	1.1 Summarise current legislation, policy and guidance in relation to care and support of **individuals** following a stroke
	1.2 Describe the potential impact of a stroke on an individual's mental capacity
2. Understand the importance of early recognition of and intervention for a stroke	2.1 Outline signs and symptoms of a stroke
	2.2 Describe stages of a stroke
	2.3 Describe assessment tests that are available to enable listing of the signs and symptoms
	2.4 Explain why a stroke is a medical emergency
3. Understand the potential effects of a stroke	3.1 Describe the **different types** of strokes
	3.2 Describe potential **changes in the brain** caused by a stroke
	3.3 Describe the effects of a stroke on an individual: • **physical** • **cognitive** • **psychological and emotional** • **social**
	3.4 Explain the impact a stroke may have on nutrition
	3.5 Describe the impact a stroke may have on **sensory** ability
	3.6 Explain the fluctuating effects of a stroke on an individual
	3.7 Describe **health needs** that may be associated with a stroke
4. Understand specific communication factors affecting individuals following a stroke	4.1 Explain **effects of a stroke** on the brain in relation to communication
	4.2 Describe communication methods and **aids** to support individuals affected by a stroke
	4.3 Explain the use of supported conversation techniques
	4.4 Describe the impact of communication difficulties on the individual
	4.5 Describe services and resources to support communication needs
5. Understand how to promote recovery and support rehabilitation for an individual following a stroke	5.1 Describe the impact of a stroke on daily living
	5.2 Explain use of activities to promote recovery and independence
	5.3 Describe the role of **therapists** in stroke recovery
	5.4 Explain the importance of **repetition** to promote recovery
	5.5 Identify effects of fatigue in stroke rehabilitation and reablement
	5.6 Evaluate advances in assistive technology that support stroke recovery and rehabilitation
	5.7 Explain the importance of working in partnership with **others** to support stroke recovery and independence

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to support an individual following a stroke	6.1 Explain how to encourage an individual to review their **lifestyle** and promote their own health and wellbeing
	6.2 Support an individual with personal care and daily living
	6.3 Support an individual with recovery and rehabilitation exercises and therapy
	6.4 Monitor an individual and report changes or concerns

Range
1. Understand legislation, policy and guidance in relation to strokes
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Understand the potential effects of a stroke
3.1 Different types: To include: • ischeamic • haemorrhagic • transient ischaemic attack (TIA) **3.2 Changes in the brain:** Learners should be aware that those changes in the brain will be dependent on the areas affected and their function as well as the type and severity of the stroke. They should demonstrate how the changes and their effects on each individual will vary. **3.3 Physical:** Effects may include, but are not limited to: • fatigue • mobility • continence • pain • spatial awareness • swallowing difficulties (dysphagia) • speech (dysarthria) **3.3 Cognitive:** Effects may include, but are not limited to: • memory loss • perception • lack of inhibition • personality changes

Range

• emotional instability
• language difficulties (dysphasia)
 	
3.3 Psychological and emotional:
 	
Effects may include, but are not limited to:
 	
• self-esteem
• confidence
• depression
• mood swings
• grieving process
• anger and frustration
• behaviour changes
• isolation
 	
3.3 Social:
 	
Effects may include, but are not limited to:
 	
• relationships
• interaction
• participation
 	
3.5 Sensory:
 	
Effects may include, but are not limited to:
 	
• vision
• hearing
 	
3.7 Health needs:
 	
Examples may include, but are not limited to:
 	
• medication
• co-morbidity
• complications:
  ○ aspiration
  ○ airway obstruction
  ○ hypoxia
  ○ hypotension
  ○ hypertension
  ○ hyperglycaemia
  ○ impaired skin integrity

Range
4. Understand specific communication factors affecting individuals following a stroke
4.1 Effects of a stroke: Examples may include, but are not limited to: • aphasia • apraxia • dysarthria **4.2 Aids:** May include: • high-tech (electronic technology) • low-tech (anything non-electronic)
5. Understand how to promote recovery and support rehabilitation for an individual following a stroke
5.3 Therapists: Examples may include, but are not limited to: • physiotherapist • occupational therapist • speech and language therapist **5.4 Repetition:** Repeating day-to-day activities or therapeutic remedies. **5.7 Others:** Examples may include, but are not limited to: • team members • therapists • other colleagues • those who use or commission their own health or social care services • families, carers and advocates
6. Be able to support an individual following a stroke
6.1 Lifestyle Examples may include, but are not limited to: • driving • return to work • finances • benefits • sexuality • relationships • transport • leisure

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDSS1 • SCDSS2 • SCDSS3 • SCDSS4 • SCDSS6 • SCDSS11

HSC S 30 Carry out assessments to identify the needs of substance users (R/616/6374)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to carry out assessments to identify the needs of substance users.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand impacts of substance misuse	1.1 Identify: • substances **individuals** may use • how substances are used • potential effects of substances
	1.2 Describe **impacts** of substance misuse on the individual
2. Understand legislation, policy and procedure in relation to assessment of substance misuse	2.1 Summarise legislation, policy and procedure in relation to assessment
3. Be able to prepare for a substance misuse assessment	3.1 Explain why assessment should be carried out promptly
	3.2 Identify whether an initial assessment or comprehensive assessment is required
	3.3 Obtain information to inform the assessment from: • the individual • the referring agency • previous assessments
	3.4 Identify support available in relation to the assessment process
4. Be able to undertake a substance misuse assessment	4.1 Involve the individual in the assessment
	4.2 Assess the individual's substance misuse and their needs
	4.3 Assess the individual's understanding of services available and readiness to engage in a treatment programme
	4.4 Manage behaviour that challenges
	4.5 Balance the interests of the individual against duty of care
	4.6 Agree a course of action with the individual in relation to the type of intervention required
	4.7 Provide a rationale for the intervention required
	4.8 Make referrals to substance misuse services
	4.9 Work with **others** to ensure continuity and consistency of care
	4.10 Provide individuals with accessible information in relation to complaints and appeals procedures
	4.11 Maintain records of the assessment process
	4.12 Undertake ongoing reviews of the assessment

Range
1. Understand impacts of substance misuse
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.2 Impacts:** Examples may include, but are not limited to: • social • emotional • cognitive • physical
4. Be able to undertake a substance misuse assessment
4.9 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
The evidence for this unit is likely to come from: • the observation of the learner carrying out an initial assessment with an individual • case records, assessment records and care plans • the learner's explanation of their work with an individual recorded either through professional discussion or a reflective account This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

HSC S 31 Support individuals who are substance users (D/616/6376)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals who are substance users.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the context of substance use	1.1 Explain reasons for substance use
	1.2 Explain reasons why **individuals** decide to cease or reduce substance use
	1.3 Explain the impact of mental health on substance use
2. Understand substances, their effects and how they might be used	2.1 Identify: • **substances** individuals may use • how substances are used • potential effects of substances
	2.2 Identify possible **indications** of substance misuse
	2.3 Identify **risks** in relation to substance misuse
3. Be able to support individuals to adopt safe practices in relation to substance use	3.1 **Support** individuals to discuss their circumstances and history of substance misuse
	3.2 Advise individuals on methods of substance use and how related activities can be practised more safely
	3.3 Support individuals to dispose of hazardous materials and equipment safely
	3.4 Describe harm reduction strategies
	3.5 Identify the potential effects of attempting to cease or reduce substance use and the strategies/methods for alleviating them
	3.6 Describe strategies for alleviating the effects of attempting to cease or reduce substance use
4. Be able to support individuals when they have used substances	4.1 Summarise policies and procedures in relation to the support of individuals who have misused substances
	4.2 Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
	4.3 Support individuals to meet their own needs and requirements after the effects of the substance have worn off
	4.4 Explain when and how to request support and assistance
	4.5 Record and report information in relation to episodes of substance misuse
5. Be able to support individuals to address substance misuse through an action plan	5.1 Assist individuals to review reasons for making a commitment to reduce substance use
	5.2 Support the individual to contribute to the development of an action plan
	5.3 Gather and record information in relation to the individual's progress
	5.4 Describe how to manage own feelings in relation to the individual's progress

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	5.5 Review the action plan with the individual and agree next steps
	5.6 Identify the specialist agencies and support networks in relation to substance misuse

Range
1. Understand the context of substance use
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand substances, their effects and how they might be used
2.1 Substances: Examples may include, but are not limited to: • illegal drugs • prescription drugs • over-the-counter drugs • alcohol • solvents **2.2 Indications:** Examples may include, but are not limited to: • physical • behavioural • social • emotional **2.3 Risks:** Examples may include, but are not limited to: • short/long-term • injury to self and others • overdose and other health risks • dependence/addiction • self-neglect
3. Be able to support individuals to adopt safe practices in relation to substance use
3.1 Support: Examples may include, but are not limited to: • counselling • financial • emotional

Range
• medical • self-help groups

Delivery and assessment guidance
The evidence for this unit is likely to come from: • the observation of the learner working with an individual • confidential case records • the learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHAB2

HSC S 32 Test for substance use (K/616/6378)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to test for substance use.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Be able to prepare to test individuals for substance use	1.1 Identify **individuals** to be tested for substance misuse
	1.2 Make arrangements for tests to be witnessed
	1.3 Comply with health, safety and security policies
	1.4 Confirm individuals understand the purpose of the tests, their rights, and consequences of not submitting to the testing procedures
	1.5 Provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
	1.6 Obtain consent for testing procedures
	1.7 Explain to individuals how they are to provide their **samples**
2. Be able to test for substances	2.1 Take samples according to agreed ways of working
	2.2 Test samples, or refer them for testing
	2.3 Follow supplier's/manufacturer's instructions for use of equipment
	2.4 Dispose of samples and equipment
	2.5 Explain causes of false readings
3. Be able to communicate outcomes of testing for substances	3.1 Communicate the outcomes of the tests to individuals and **others**
	3.2 Obtain individual's informed consent when test results are to be shared
	3.3 Maintain records and reports in accordance with organisational policy and procedures

Range
1. Be able to prepare to test individuals for substance use
1.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **1.7 Samples:** Examples may include, but are not limited to: • breath • urine • blood • hair • saliva

Range
3. Be able to communicate outcomes of testing for substances
3.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 1, 2, and 3 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHAE1

AN 26 Understand advance care planning (M/615/7164)

Unit summary				
The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the principles of advance care planning	1.1 Describe the difference between a daily care or support plan and an advance care plan
	1.2 Explain the purpose of **advance care planning**
	1.3 Identify the national, local and organisational agreed ways of working for advance care planning
	1.4 Explain the legal position of an advance care plan
	1.5 Explain what is meant by mental capacity in relation to advance care planning
	1.6 Explain what is meant by informed consent in relation to advance care planning
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced
	2.2 Outline who may be involved in the advance care planning process
	2.3 Describe **information** an **individual** may need to enable them to make informed decisions
	2.4 Explain what is involved in an 'advance decision to refuse treatment'
	2.5 Explain what is meant by a **'do not attempt cardiopulmonary resuscitation' (DNACPR)** order
	2.6 Explain how the **individual's capacity** to discuss advance care planning may influence their role in the process
	2.7 Explain role of the care worker in the advance care planning process and sources of support available
	2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process
	2.9 Identify how an advance care plan can change over time
	2.10 Outline the principles of record keeping in advance care planning
	2.11 Describe when details of the advance care plan can be shared with others
3. Understand person-centred approaches to advance care planning	3.1 Describe factors an individual may consider when creating their advance care plan
	3.2 Explain the importance of respecting the individual's values, beliefs and choices
	3.3 Identify how the needs of **others** may need to be taken into account when planning advance care
	3.4 Explain how to support an individual to exercise their right not to create an advance care plan
	3.5 Outline actions to take when an individual is unable to participate in advance care planning
	3.6 Explain how individual's care or support plan may be affected by an advance care plan

Range
1. Understand the principles of advance care planning
1.2 Advance care planning (ACP): ACP is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the preferred place of care and preferred place of death.
2. Understand the process of advance care planning
2.3 Information: Examples may include, but are not limited to: • knowledge of illness and prognosis • choices of care and treatment options • resources available for delivery of care **2.3 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **2.5 Do not attempt cardiopulmonary resuscitation (DNACPR):** Often referred to as do not resuscitate (DNR). **2.6 Individual's capacity:** Refers to being able to make their own decisions based on the information available, and communicate that decision.
3. Understand person-centred approaches to advance care planning
3.3 Others: Examples may include, but are not limited to: • team members • other colleagues • families, carers and advocates

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

AN 35 Understand the process and experience of dementia (M/615/7228)

Unit summary				
This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**22 GLH**

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

Range
1. Understand the neurology of dementia
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

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

AN 36 Care for the elderly (A/615/7376)

Unit summary				
The aim of this unit is to develop knowledge and understanding of the needs of the elderly and how to care for them.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**10 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the ageing process	1.1 Describe changes occurring with age, to include: • physical • psychological • emotional • social
	1.2 Outline the needs of the elderly in relation to the ageing process
2. Be able to adapt communication techniques when caring for elderly patients	2.1 Outline ways to minimise barriers to communication
	2.2 Demonstrate communication techniques adapted for elderly patients
3. Understand how to care for elderly patients	3.1 Describe conditions affecting the elderly, to include: • dementia • Parkinson's disease • stroke/transient ischaemic attack (TIA) • arthritis • osteoporosis
	3.2 Describe how to adapt care plans for elderly patients

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcome 2 must be assessed in a real work environment (RWE).

AN 37 Understand long-term conditions and frailty (L/615/7365)

Unit summary				
This unit covers the knowledge required to understand how frailty and long-term conditions can affect individuals across the lifespan.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand frailty and the impact of this on individuals	1.1 Explain what frailty means
	1.2 Describe how to assess frailty in **individuals**
	1.3 Explain how frailty impacts across the lifespan of an individual
	1.4 Explain the **factors** which have an impact on an individual's frailty
	1.5 Explain the **effects** frailty may have on individuals
2. Understand long-term conditions	2.1 Explain long-term conditions within own area of work and how they can be: • prevented • managed
	2.2 Explain the factors that contribute to an individual's risk of developing a long-term condition
	2.3 Explain what co-morbidity is
	2.4 Describe how co-morbidity can impact on an individual's quality of life
	2.5 Describe how a long-term condition relates to end of life care
	2.6 Explain the psychological impact on individuals living with a long-term condition
	2.7 Explain how advance care planning can be useful for individuals and what needs to be considered prior to discussion
3. Know how to support individuals with frailty or long-term conditions	3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long-term condition
	3.2 Describe the **sources of support** available for individuals and others in relation to managing their frailty or long-term condition
	3.3 Explain how to recognise a **reversible condition** in an individual and the actions to take
	3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take
	3.5 Explain ways to support frail individuals across their lifespan

Range
1. Understand frailty and the impact of this on individuals
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
1.4 Factors: Examples may include, but are not limited to: • complex needs • age • mental health or cognition • physical or sensory impairment • behaviour • disability • ill-health • polypharmacy **1.5 Effects:** Examples may include, but are not limited to: • physical • psychological • social • emotional
3. Know how to support individuals with frailty or long-term conditions
3.2 Sources of support: Examples may include, but are not limited to: • community and voluntary groups • self-help group support • benefits • personal health budget • expert patients • specialised equipment **3.3 Reversible condition:** Can include: • infection (chest, urinary tract) • anaemia • fluid overload

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

AN 40 Understand the context of supporting individuals with learning disabilities (M/615/7374)

Unit summary				
The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2 Explain how legislation and policies influence the day-to-day experiences of **individuals** with learning disabilities and their families
2. Understand the nature, causes and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Describe causes of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 Evaluate the potential impact on the family of an individual with a learning disability
3. Understand the historical context of learning disability	3.1 Explain types of services provided for individuals with learning disabilities over time
	3.2 Evaluate how past ways of working may affect present services
	3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: • where the individual lives • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare
4. Understand principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion'
	4.2 Explain the meaning of the term 'advocacy'
	4.3 Describe different types of advocacy
	4.4 Analyse strategies to promote empowerment and **active participation**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain impacts of views and attitudes of others on individuals with learning disability
	5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers
	5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice
6. Understand how to promote communication with individuals with learning disabilities	6.1 Explain how to meet the communicating needs of individuals with learning disabilities
	6.2 Explain why it is important to use language that is both age appropriate and ability appropriate with individuals with learning disabilities
	6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Range
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities
1.2 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
4. Understand principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families
4.4 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Relationship to national occupational standards (NOS): • SFHGEN86

AN 47 Dementia awareness (K/615/7227)

Unit summary				
The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**7 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand dementia	1.1 Define the term ‘dementia’
	1.2 Describe key functions of the brain that are affected by dementia
	1.3 Explain why depression, delirium and age-related memory impairment may be mistaken for dementia
2. Understand models of dementia	2.1 Outline the medical model of dementia
	2.2 Outline the social model of dementia
	2.3 Explain why dementia should be viewed as a disability
3. Know types of dementia and their causes	3.1 List causes of dementia
	3.2 Describe signs and symptoms of dementia
	3.3 Identify causal risk factors for types of dementia
	3.4 Identify prevalence rates for types of dementia
4. Understand an individual’s experience of dementia	4.1 Describe how **individuals** may **experience living with dementia**
	4.2 Outline the impact that the attitudes and behaviours of **others** may have on an individual with dementia

Range

4. Understand an individual’s experience of dementia

4.1 Individuals:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

4.1 Experience living with dementia:

Depending on age, type of dementia, and level of ability and disability.

4.2 Others:

Examples may include, but are not limited to:

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

Delivery and assessment guidance

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

AN 50 Support individuals at the end of life (M/615/7326)

Unit summary				
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.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**50 GLH**

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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.5 Give examples of how an individual's wellbeing can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies • assistive therapy
	4.6 Contribute to partnership working with key people to support the individual's wellbeing
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life
6. Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's care
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	6.3 Adapt support to reflect the individual's changing needs or responses
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care
	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3 Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Range
1. Understand the aims and principles of end of life care
1.4 Key people: Examples may include, but are not limited to: • family members • friends • others who are important to the wellbeing of the individual **1.6 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
2. Understand factors affecting end of life care
2.3 Wellbeing: May include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0385

DHS 13 Understand mental health problems (Y/615/7157)

Unit summary				
This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**16 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the types of mental ill-health	1.1 Describe the following types of mental ill-health according to the psychiatric (diagnostic and statistical manual of mental disorders (DSM)/international classification of diseases (ICD)) classification system: • mood disorders • personality disorders • anxiety disorders • psychotic disorders • substance-related disorders • eating disorders • cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain alternative frameworks for understanding mental distress
	1.4 Explain indicators of mental ill-health
2. Understand the impact of mental ill-health on individuals and others in their social network	2.1 Explain how **individuals** experience discrimination
	2.2 Explain the **effects** mental ill-health may have on an individual
	2.3 Explain the effects mental ill-health may have on those in the individual's familial, social or work network
	2.4 Explain how to intervene to promote an individual's mental health and wellbeing

Range
2. Understand the impact of mental ill health on individuals and others in their social network
2.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
2.2 Effects: Assessment criteria 2.2 and 2.3 should cover: • psychological and emotional impacts • behaviour • physical health • practical and financial impacts • the impact of using services • social exclusion • positive impacts

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development and Skills for Health assessment principles. Relationship to national occupational standards (NOS): • SCDHSC3111 • SFHMH14

MH 12 Recognise indications of substance misuse and refer individuals to specialists (T/615/7277)

Unit summary				
The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators of substance misuse and refer to appropriate services locally and nationally based on the individual's needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**24 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Know the regulations and legislation that applies to the misuse of substances in line with organisational procedures	1.1 Outline the regulation and legislation that applies to the misuse of **substances**
	1.2 Identify the organisation's policies and procedures that relate to substance misuse
2. Understand the indications of substance misuse	2.1 Describe theories relevant to substance misuse
	2.2 Identify the range of substances which may be misused
	2.3 Explain the effects of the range of substances that may be misused
	2.4 Identify indications of substance misuse
	2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse
	2.6 Explain how to obtain specialist assistance when required
	2.7 Describe how to keep the following up to date: • personal knowledge about substances • indications of substance misuse
3. Be able to assess and monitor risk in accordance with organisational procedures	3.1 Assess the risk to the individual and to others which may result from substance misuse
	3.2 Review the assessment of risk
	3.3 Explain why the review of risk assessment is important
	3.4 Describe positive interventions that can be used with individuals in line with risk assessment
	3.5 Apply the risk assessment appropriate to the level of risk
4. Understand how to handle information and maintain records in line with organisational procedures	4.1 Explain the importance of following organisational requirements when handling information and maintaining records
	4.2 Explain own approach to handling information and records in relation to the: • rights of individuals • principles of confidentiality
5. Be able to refer individuals to appropriate services in line with organisational requirements	5.1 Identify the range of services in relation to substance misuse which is available locally and nationally
	5.2 Refer individuals to services in line with organisational requirements
	5.3 Provide services with information about the referral in line with organisational requirements

Range
1. Know the regulations and legislation that applies to the misuse of substances in line with organisational procedures
1.1 Substances: Examples may include, but are not limited to: • illegal drugs • prescription drugs • over-the-counter drugs • alcohol • solvents • novel psychoactive compounds

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFJAA1

Clinical skills or healthcare task units

AN 1 Undertake physiological measurements (J/615/7297)

Unit summary				
This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**23 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
	2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyperpyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • **factors affecting pulse rates** • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	2.5 Explain the principles of body mass index (BMI) in relation to weight/dietary control
	2.6 Explain the major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements
	2.8 Explain how **physiological measurements may need to be adapted** for the **individual**
3. Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during physiological measurements process
	3.3 Explain the help individuals may need before taking their physiological measurements

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

Range
2. Understand the physiological states that can be measured
2.4 Factors affecting pulse rates: Raising or lowering. **2.8 Physiological measurements may need to be adapted:** Depending on the individual's: • size • age • stage of development **2.8 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Be able to prepare to take physiological measurements
3.6 Valid consent: Must be in line with agreed UK country definition.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS19

AN 2A Undertake personal hygiene activities with individuals (K/650/1686)

Unit summary				
The learner will develop skills in supporting individuals to maintain personal hygiene when they are unable to self-care. This includes care of the skin, mouth, nose, eyes and ears, and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a care plan is central to carrying out the activities.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**24 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1 Identify current legislation, national guidelines, **policies**, **procedures** and protocols in relation to undertaking personal hygiene activities with **individuals**
	1.2 Explain the importance of complying with health and safety guidance
	1.3 Explain the importance of infection control during personal hygiene activities
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan
	3.2 Prepare the environment and equipment prior to commencing the activity
	3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan
	3.4 Confirm the individual's identity and gain **valid consent**
	3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Be able to undertake personal hygiene activities with individuals	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection control
	4.3 Carry out personal hygiene activities in accordance with the individual's care plan
	4.4 Ensure that the individual's privacy and dignity is maintained
	4.5 Observe the individual while providing support and reassurance and address any concerns
	4.6 Describe action to take in response to adverse reactions
5. Be able to record and report the outcome of the personal hygiene activity	5.1 Record the outcome of the personal hygiene activity
	5.2 Report the outcomes of the activity to a member of the care team in line with local policy

Range
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals
1.1 Policies, procedures: May include other agreed ways of working as well as formal policies and procedures. **1.1 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
3. Be able to prepare for undertaking personal hygiene activities with individuals
3.4 Valid consent: Must be in line with agreed UK country definition.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS11

AN 4 Obtain venous blood samples (R/615/7187)

Unit summary				
This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**24 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels
	2.2 Explain blood-clotting processes and the factors that influence blood clotting
	2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures
3. Be able to prepare to obtain venous blood samples	3.1 Confirm the **individual's** identity and obtain **valid consent**
	3.2 Communicate with the individual in a manner which: • is appropriate to their communication needs and abilities • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and **preferences**
	3.3 Select and prepare appropriate equipment for obtaining the venous blood sample
	3.4 Select and prepare an appropriate site, taking into account the individual's age, needs and preferences
4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection control
	4.3 Obtain the venous blood sample, to include: • utilisation of blood collection equipment • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anticoagulant with sample when necessary
	4.4 Respond to indications of adverse reactions or complications during the procedure

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.5 Explain the procedure to manage an arterial puncture
	4.6 Terminate the blood collection procedure to include: • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples

Range
3. Be able to prepare to obtain venous blood samples
3.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **3.1 Valid consent:** Must be in line with agreed UK country definition. **3.2 Preferences:** May be based on: • beliefs • values • culture

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS132

AN 5A Obtain and test capillary blood samples (L/650/1687)

Unit summary				
This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets, and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under 1 year old, as venepuncture may be the preferred method depending on the type of sample and quantity required.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2. Understand the anatomy, physiology in relation to, and the purpose of, obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels
	2.2 Explain blood clotting processes and the factors that influence blood clotting
	2.3 Describe the different reasons for obtaining capillary blood samples
3. Be able to prepare to obtain capillary blood samples	3.1 Confirm the **individual's** identity and obtain **valid consent**
	3.2 Select and prepare an appropriate site for obtaining the sample, taking into account the individual's **preferences** and age
	3.3 Provide support and reassurance to address the individual's needs and concerns
	3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences
4. Be able to obtain capillary blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection prevention and control
	4.3 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual
	4.4 Use the selected materials, equipment and containers/slides in accordance with agreed procedures
	4.5 Obtain blood samples in the correct sequence when obtaining multiple samples
	4.6 Ensure stimulation of blood flow
	4.7 Select alternative sites where necessary
	4.8 Carry out the correct procedure for encouraging closure and blood clotting at the site
	4.9 Respond to any indication of an adverse reaction, complication or problem during the procedure
	4.10 Explain the correct process for labelling and other protocols in relation to blood samples

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.11 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contraindications
5. Be able to test and record the results of blood samples	5.1 Test the sample using the approved method in line with organisational procedure
	5.2 Describe normal or expected range of results for particular tests
	5.3 Recognise and interpret normal, expected and abnormal results
	5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required
	5.5 Record results fully and accurately and forward according to local requirements
6. Be able to pass on the results of blood samples	6.1 Communicate the results of the tests and any further action required to the individual
	6.2 Respond to questions and concerns from individuals, providing accurate information
	6.3 Refer issues outside own responsibility to an appropriate staff member

Range

3. Be able to prepare to obtain capillary blood samples

3.1 Individual:

A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

3.1 Valid consent:

Must be in line with agreed UK country definition.

3.2 Preferences:

May be based on:

- beliefs
- values
- culture

Delivery and assessment guidance

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

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

Relationship to national occupational standards (NOS):

- SFHCHS131

AN 13 Undertake stoma care (J/615/7302)

Unit summary				
This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care
	1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care
2. Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1 Describe the reasons why a stoma may be fashioned
	2.2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy
	2.3 Describe the potential consequences of contamination of stoma drainage systems
	2.4 Describe the effects of diet and mobility on stoma function
3. Be able to prepare individuals for stoma care	3.1 Confirm the **individual's** identity, gain **valid consent** and maintain privacy and dignity throughout
	3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual
	3.3 Carry out preparatory checks against the individual's care plan
	3.4 Apply standard precautions for infection prevention and control
	3.5 Apply health and safety measures relevant to the procedure and environment
	3.6 Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care
4. Be able to carry out stoma care for individuals	4.1 Describe the factors which will affect the level of assistance required
	4.2 Agree the level of support required with the individual
	4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol
	4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
	4.5 Assist individuals to select and consume food and drink
	4.6 Assist individuals to take any medication prescribed to maintain effective stoma function
	4.7 Give individuals the opportunity to dispose of their own used stoma care equipment
	4.8 Give individuals the opportunity to maintain their personal hygiene

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.9 Provide **active support** for individuals to manage their own stoma
	4.10 Dispose of equipment and soiled linen in line with local policy and protocol
5. Be able to monitor and check individuals following stoma care	5.1 Monitor the individual's condition throughout the stoma care
	5.2 Check for any adverse effects and potential complications
	5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred
	5.4 Record the outcomes of stoma care activity in line with local policy and protocol
	5.5 Report findings to colleagues in line with local policy and protocol

Range
3. Be able to prepare individuals for stoma care
3.1 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **3.1 Valid consent:** Must be in line with agreed UK country definition. **3.2 Preferences:** May be based on: • beliefs • values • culture • respect wishes in relation to privacy
4. Be able to carry out stoma care for individuals
4.9 Active support: Encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS10

AN 14 Prepare for and carry out extended feeding techniques (L/615/7169)

Unit summary				
This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**27 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
	1.2 Explain the importance of following procedures exactly as specified
2. Understand anatomy and physiology in relation to extended feeding	2.1 Explain the anatomy and physiology of the gastrointestinal tract in relation to extended feeding
	2.2 Explain the importance of fluid and nutritional balance to the health of individuals
	2.3 Describe conditions where feeding may be undertaken by extended methods
3. Understand extended feeding techniques	3.1 Explain techniques for extended feeding
	3.2 Describe equipment and materials that may be used for extended feeding
	3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
	3.4 Describe how to recognise and deal with adverse reactions which may occur: • during procedures • following procedures
4. Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding
	4.2 Describe the potential sources and consequences of contamination related to extended feeding
	4.3 Explain why it is important to: • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
	4.4 Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
	4.5 Dispose of: • used equipment, materials and feeds • body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to prepare for extended feeding	5.1 Ensure that adequate and relevant fluids, feeds and equipment are available
	5.2 Confirm the identity of the **individual** prior to carrying out the activity
	5.3 Obtain **valid consent** from the individual prior to carrying out the planned activity
	5.4 Confirm equipment and materials are: • appropriate to the procedure • fit for purpose
	5.5 Position the individual to ensure safety and comfort and to facilitate the method of extended feeding
6. Be able to carry out and complete extended feeding techniques	6.1 Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
	6.2 Carry out extended feeding safely and according to the individual's plan of care
	6.3 Observe the individual throughout the activity and respond to any adverse reactions
	6.4 Ensure the comfort of the individual following extended feeding
7. Be able to maintain records and report on extended feeding	7.1 Complete required records
	7.2 Identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual
	7.3 Report any findings about the process and the individual which may have an impact on the care plan

Range
5. Be able to prepare for extended feeding
5.2 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **5.3 Valid consent:** Must be in line with agreed UK country definition.
7. Be able to maintain records and report on extended feeding
7.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS17

AN 15 Assist in the administration of medication (Y/615/7174)

Unit summary				
This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**4 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication
	1.2 Outline the organisational policies for the management and administration of medication
2. Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication
	2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
	2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication
	3.2 Describe the different routes for the administration of medication
	3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility
	3.4 Describe the various aids which can be used to help **individuals** take their medication
	3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
	3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
4. Understand the requirements and procedures for ensuring an individual's safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed
	4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to prepare for the administration of medication	5.1 Obtain or confirm **valid consent** for the administration of medication
	5.2 Apply standard precautions for infection control
	5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet
	5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration or the pharmacist
	5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered
6. Be able to assist in the administration of medication	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
	6.2 Assist the individual to be as self-managing as possible
	6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
	6.4 Monitor the individual's condition throughout the administration process
	6.5 Explain the types of adverse effects that may occur and the action to take if they do
	6.6 Check and confirm that the individual has taken the medication and does not pass medication to others
7. Be able to contribute to the management of medications and administration records	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
	7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
	7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
	7.4 Maintain the confidentiality of information relating to the individual at all times
	7.5 Check the stock level of medications and take action to obtain new stocks when required

Range
3. Understand the requirements and procedures for assisting in the administration of medication
3.4 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
5. Be able to prepare for the administration of medication
5.1 Valid consent: Must be in line with agreed UK country definition.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 5, 6 and 7 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS2

AN 16 Undertake tissue viability risk assessments (H/615/7338)

Unit summary				
The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**16 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the need for tissue viability risk assessment	1.1 Describe the anatomy and physiology of healthy skin
	1.2 Describe the changes that occur when damage caused by pressure develops
	1.3 Explain when an initial tissue viability risk assessment may be required
	1.4 Describe what to look for when assessing the condition of the skin
	1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
	1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2. Be able to undertake tissue viability risk assessment	2.1 Identify **individuals** who may be at risk of impaired tissue viability and skin breakdown
	2.2 Apply standard precautions for infection prevention and control
	2.3 Inspect the general condition of an individual's skin
	2.4 Identify the sites where pressure damage might occur using appropriate assessment tools
	2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
	2.6 Use safe handling techniques when assisting the individual to move during the assessment
	2.7 Encourage the **active participation** of the individual and **others** where applicable
3. Be able to record and report on tissue viability risk assessment	3.1 Complete tissue viability risk assessment documentation
	3.2 Share findings with appropriate staff and the individual
	3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance
4. Understand when the risk assessment should be reviewed	4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated
	4.2 Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate

Range
2. Be able to undertake tissue viability risk assessment
2.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Range
2.7 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **2.7 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS4

AN 18 Undertake treatments and dressings of lesions and wounds (L/615/7236)

Unit summary				
This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**23 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds
	1.2 Explain the importance of maintaining compliance with health and safety guidance at all times
	1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures
	1.4 Explain the importance of wearing personal protective equipment (PPE)
	1.5 Explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds
2. Understand wound infection and healing	2.1 Define asepsis, antisepsis and cross-infection
	2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings
	2.3 Explain the process of wound healing and identify factors which promote and delay the process
	2.4 Outline sources and consequences of wound contamination and measures to avoid and deal with these
3. Understand the rationale for carrying out procedures when treating wounds/lesions	3.1 Identify the types and functions of equipment, materials and dressings used in own work area
	3.2 Explain the importance of following procedures outlined in the care plan
4. Be able to prepare to treat and dress lesions and wounds	4.1 Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds
	4.2 Confirm the **individual's** identity and gain **valid consent** to carry out the procedure
	4.3 Provide information, support and reassurance to address the individual's needs and concerns
	4.4 Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan
	4.5 Maintain the sterility of dressings prior to and during application

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Be able to carry out treatments and dressings to lesions/wounds	5.1 Apply standard precautions for infection control
	5.2 Implement health and safety measures relevant to the procedure and environment
	5.3 Scrutinise the lesion/wound for any change in appearance
	5.4 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner
	5.5 Carry out treatments as outlined in the care plan
	5.6 Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan
	5.7 Apply/attach dressings in line with the care plan
	5.8 Deal with hazardous waste
6. Be able to record and report outcomes of the activities	6.1 Record outcomes of the activity in line with national/local policy
	6.2 Report the outcomes of the activity to a member of the care team in line with national/local policy

Range
4. Be able to prepare to treat and dress lesions and wounds
4.2 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **4.2 Valid consent:** Must be in line with agreed UK country definition.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS12

AN 28A Undertake agreed pressure area care (M/650/1688)

Unit summary				
This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers
	1.2 Identify pressure sites of the body
	1.3 Identify factors which might put an **individual** at risk of skin breakdown and pressure ulcers
	1.4 Explain why it is important to use risk assessment tools
	1.5 Describe how incorrect handling and moving techniques can damage the skin
	1.6 Identify a range of interventions that can reduce the risk of skin breakdown and pressure ulcers
	1.7 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care
	2.2 Describe agreed ways of working relating to pressure area care
	2.3 Describe why team working is important in relation to providing pressure area care
	2.4 Describe why it is important to follow the agreed care plan
	2.5 Describe actions to take where any concerns with the agreed care plan are noted
3. Be able to follow the agreed care plan	3.1 Ensure the agreed care plan has been checked prior to undertaking the pressure area care
	3.2 Identify any concerns with the agreed care plan prior to undertaking the pressure area care
	3.3 Demonstrate the use of pressure area risk assessment tools in own work area
4.Understand the use of materials, equipment and resources available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure
	4.2 Describe safe use of aids and equipment
	4.3 Identify where up-to-date information and support can be obtained about: • materials • equipment • resources
5. Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines
	5.2 Obtain **valid consent** for the pressure area care

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes **active participation** • promotes partnership working
	6.2 Apply standard precautions for infection prevention and control
	6.3 Carry out pressure area care without obstruction from bedding and clothing
	6.4 Move an individual using approved techniques and in accordance with the agreed care plan
	6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions
	6.6 Communicate effectively with the individual throughout the intervention
	6.7 Complete all records and documentation accurately and legibly

Range
1. Understand the anatomy and physiology of the skin in relation to pressure area care
1.3 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
5. Be able to prepare to undertake pressure area care
5.2 Valid consent: Must be in line with agreed UK country definition.
6. Be able to undertake pressure area care
6.1 Active participation: Is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS5

AN 29A Administer medication to individuals and monitor the effects (R/650/1689)

Unit summary				
This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects
	2.2 Identify medication which demands specific physiological measurements
	2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate actions required
	2.4 Explain the different routes of medicine administration
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
	3.2 Identify the required information from prescriptions/medication administration record
	3.3 Explain the actions to be taken if an individual does not consent to prescribed medication
	3.4 Explain ways to ensure appropriate timing of the medication
4. Be able to prepare for the administration of medication	4.1 Apply standard precautions for infection control
	4.2 Confirm the identity of the **individual** against the medication administration record and medication label
	4.3 Obtain the individual's consent and offer information, support and reassurance throughout as appropriate to the individual's needs and concerns
	4.4 Select, check and prepare correctly the medication according to the medication administration record, and medication information leaflet following any specific instructions
5. Be able to administer and monitor medication	5.1 Select the route for the administration of medication, according to the individual's medication administration record and the medication to be administered and prepare the site if necessary
	5.2 Administer the medication: • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual • respecting privacy and dignity
	5.3 Report any immediate problems with the administration

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
	5.5 Observe that the medication has been taken as prescribed by the individual
	5.6 Complete the individual's medication administration record
	5.7 Maintain the security of medication and related records throughout the process
	5.8 Return medication and related records to the correct place for storage
	5.9 Dispose of out-of-date and part-used medications in accordance with legal and organisational requirements

Range
4. Be able to prepare for the administration of medication
4.2 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SFHCHS3

DHS 11 Causes and spread of infection (L/615/7155)

Unit summary				
The aim of this unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body, and key factors that may lead to infection occurring.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
	1.3 Describe what is meant by infection and colonisation
	1.4 Explain what is meant by systemic infection and localised infection
	1.5 Identify **poor practices** that may lead to the spread of infection
	1.6 Identify how an understanding of poor practices can be applied to own professional practice
2. Understand the transmission of infection	2.1 Explain the conditions needed for the growth of microorganisms
	2.2 Explain the ways an infective agent might enter the body
	2.3 Identify common sources of infection
	2.4 Explain how infective agents can be transmitted to a person
	2.5 Identify the key factors that will make it more likely that infection will occur
	2.6 Discuss the role of a national public health body in communicable disease outbreaks

Range
1. Understand the causes of infection
1.5 Poor practices: Soiled linen and clinical waste should be covered for assessment criteria 1.5 and 1.6.

Delivery and assessment guidance
This unit must be assessed in line with the joint Skills for Care and Development and Skills for Health assessment principles. Relationship to national occupational standards (NOS): • SFHIPC2

DHS 12 Cleaning, decontamination and waste management (R/615/7156)

Unit summary				
This unit provides the knowledge and understanding of the correct way of maintaining a clean environment in accordance with national policies. Learners will gain an understanding of the procedures to follow to decontaminate an area from infection and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**20 GLH**

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

Delivery and assessment guidance
This unit must be assessed in line with the joint Skills for Care and Development and Skills for Health assessment principles. Relationship to national occupational standards (NOS): • SFHIPC3

Leadership and management skills units

HSC L 1 A Promote innovation, change and positive representation of own organisation (D/650/1385)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to promote innovation and change in adult care. Learners will also develop an understanding of how to promote the organisation and service and represent it in a in a positive way.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**3 credits**	**32 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the culture of an organisation	1.1 Explain how the purpose, vision and values define an organisation
	1.2 Explain the term ‘organisational culture’
	1.3 Explain how **factors** influence the culture of an organisation
	1.4 Describe strategies to promote a positive culture within an organisation
	1.5 Describe the impact of the culture of an organisation on service provision
	1.6 Evaluate the practitioner’s role in promoting a positive culture within an organisation
2. Understand theories of change management	2.1 Describe drivers for innovation and change within an organisation
	2.2 Summarise **theories and models** of change management
	2.3 Explain how **change management tools and techniques** are used to support innovation and change
3. Understand how to promote the organisation and service provided	3.1 Identify prospective stakeholders and networks relevant to own organisation and service
	3.2 Give examples of events and opportunities to promote the organisation and services provided
	3.3 Describe the information that should be given to: • individuals interested in accessing the service • potential employees • commissioners
	3.4 Suggest ways to present information to interested parties ensuring it is: • accessible to target audience • positive • engaging
	3.5 Explain own role in representing a positive image of self and the organisation
4. Be able to support innovation and change	4.1 Communicate the vision, values, and objectives associated with innovation and change to **individuals** and **others**
	4.2 Act as a positive role model in relation to innovation and change
	4.3 Apply positive strategies to overcome resistance to change
	4.4 Represent the organisation within the wider community

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.5 Review progress towards achievement of the vision, values and objectives
	4.6 Record and report concerns and comments

Range
1. Understand the culture of an organisation

1.3 Factors:
 	
Examples may include, but are not limited to:
 	
• internal factors:
  ○ governance
  ○ leadership and management styles
  ○ staff engagement and morale
  ○ organisational values
  ○ innovation and change
  ○ resistance to change
  ○ organisational strategy and direction
• external factors:
  ○ policy drivers
  ○ external partnerships and collaboration
  ○ external drivers for change
  ○ wider perceptions of the adult social care workforce
  ○ common values and standards
  ○ media representations of adult social care provision

2. Understand theories of change management
2.2 Theories and models: Examples may include, but are not limited to: • transactional leadership (McGregor 1960s, Maslow 1934) • Lewin model of change (1940s) • leadership continuum (Tannenbaum and Schmidt, 1958) • transformational leadership (Bass and Bass, 2008) **2.3 Change management tools and techniques:** Examples may include, but are not limited to: • understanding, planning, implementing and communicating change • leadership and management styles • proactive • quality cycle • change management diagnostic tool • establish links between outcomes, causes and effects • review and prioritise

Range
4. Be able to support innovation and change
4.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for. **4.1 Others:** Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment strategy. Learning outcome 4 must be assessed in a real work environment (RWE).

HSC L 3 Lead learning and development in adult care (F/616/6399)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills to lead learning and development in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**4 credits**	**26 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the importance of learning and development for safe and effective practice	1.1 Summarise regulation, policies and codes of practice in relation to professional development
	1.2 Explain the **role** of learning and development
	1.3 Explain **sources of support** for learning and development
2. Understand principles of learning and development in adult care	2.1 Explain **approaches** to adult learning
	2.2 Explain **models** of reflective practice
3. Be able to plan for learning and development	3.1 Contribute to the design of professional development strategies, policies and procedures
	3.2 Conduct a training needs analysis
	3.3 Work with **others** to create a learning and development plan to include: • statutory training • mandatory training • identified workforce development needs
	3.4 Contribute to the selection and contracting of learning and development support
4. Be able to implement learning and development plans	4.1 Facilitate learning and development opportunities
	4.2 Support others to engage in learning and development activities
	4.3 Maintain records in relation to learning and development
5. Be able to evaluate learning and development plans	5.1 Contribute to the quality assurance of learning and development
	5.2 Review the outcomes of learning and development
	5.3 Make recommendations for improvements to learning and development

Range
1. Understand the importance of learning and development for safe and effective practice
1.2 Role: Examples may include, but are not limited to: • increased job satisfaction • improved staff retention • development of high expectation and improvement culture development • improved practice • stress management

Range
• preparing for changing conditions, risk or support needs • career and succession planning • performance management • achieving positive outcomes • maintenance and update of skills **1.3 Sources of support:** Examples may include, but are not limited to: • formal professional development • informal professional development • feedback from others • appraisal and supervision • mentoring and coaching • sharing of best practice • peer-to-peer learning
2. Understand principles of learning and development in adult care
2.1 Approaches: Examples may include, but are not limited to: • learning styles • 4 approaches to learning • motivation to learn • learning empowerment • learning curves and plateau • experiential learning • situated learning • cognitive dissonance **2.2 Models:** Examples may include, but are not limited to: • Honey and Mumford (1986) • Schon (1983) • Kolb (1984) • Gibbs (1988)
3. Be able to plan for learning and development
3.3 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0043

HSC L 4 Mentoring in adult social care (H/616/6380)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required for mentoring in adult social care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**4 credits**	**30 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand own role and responsibilities in relation to mentoring in social care	1.1 Compare **models** of mentoring
	1.2 Explain the role of a mentor
	1.3 Explain skills and qualities required for a mentoring role
	1.4 Analyse how own values, beliefs and attitudes can impact on the mentoring role
	1.5 Explain the importance of establishing, in a mentoring relationship: • ground rules for engagement • boundaries • responsibilities and autonomy of mentee
	1.6 Explain the importance of working to ethical and professional standards
	1.7 Explain when and how to access support in relation to mentoring
2. Understand mentoring in adult care	2.1 Explain legal and organisational requirements in relation to: • data protection • confidentiality • privacy • safeguarding and disclosure
	2.2 Explain benefits of mentoring to the organisation
	2.3 Analyse impacts of mentoring on the learning and development of the mentee
3. Understand techniques for establishing a mentoring relationship	3.1 Compare **techniques** for mentoring
	3.2 Explain the role of confidentiality in maintaining mentoring relationships
4. Be able to agree goals and outcomes in partnership with the mentee	4.1 Establish a mentoring agreement to include: • 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
5. Be able to mentor in adult care	5.1 Plan activities for mentoring based on development goals and outcomes
	5.2 Maintain a working relationship with the mentee
	5.3 Use communication techniques that develop the mentoring relationship
	5.4 Provide constructive feedback to the mentee

Learning outcomes The learner will:	**Assessment criteria** The learner can:
6. Be able to review the progress and achievements of a mentee in partnership with them	6.1 Review progress with the mentee by encouraging them to clarify their own goals and facilitate achievement
	6.2 Review **strategies** for motivating mentees
	6.3 Agree ongoing mentoring support following review
7. Be able to support continuous improvement	7.1 Reflect on own practice in relation to mentoring to identify areas for development
	7.2 Evaluate the impact of mentoring on service provision

Range
1. Understand own role and responsibilities in relation to mentoring in social care
1.1 Models: Examples may include, but are not limited to: • apprentice model • competency model • reflective model
3. Understand techniques for establishing a mentoring relationship
3.1 Techniques: Examples may include, but are not limited to: • establish rapport • identify points of connection • clear, open discussion • sharing assumptions, needs, expectations • discussion regarding previous mentoring relationships • active listening • reflecting • summarising • communication via a range of methods
6. Be able to review the progress and achievements of a mentee in partnership with them

6.2 Strategies:
 	
Examples may include, but are not limited to:
 	
• immediate feedback
• use of praise
• regular reporting
• conducive environment
• use of learning models such as:
  ○ andragogical principles
  ○ advance organiser
  ○ learning orientation model

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment (RWE).

HSC L 7 Personal and professional behaviour in adult care (M/616/6382)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required for personal and professional behaviour in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the values, principles and standards underpinning personal and professional behaviour in adult care	1.1 Summarise **standards and codes of practice** relating to **personal and professional behaviour** in adult care
	1.2 Describe skills, values and attributes underpinning personal and professional behaviour
	1.3 Describe tensions between personal and professional behaviour
2. Understand self-awareness in relation to personal and professional behaviour	2.1 Define 'self-awareness'
	2.2 Explain how the practitioner's experiences impact their **values** and beliefs
	2.3 Explain how the practitioner's values and beliefs impact their personal and professional behaviour
	2.4 Explain the importance of self-awareness in recognising: • strengths and limitations • areas for learning and professional development
	2.5 Explain the impact of stress on personal and professional behaviour
3. Be able to reflect on personal and professional behaviour	3.1 Describe skills for self-reflection
	3.2 Reflect on own personal and professional behaviour in relation to: • ability to manage self • acting with integrity
	3.3 Review areas of personal and professional behaviour for development
	3.4 Evaluate the contribution **others** can make to own learning and development
4. Be able to role-model personal and professional behaviour	4.1 Model standards through personal and professional behaviour
	4.2 Support the development of personal and professional behaviour in others

Range
1. Understand the values, principles and standards underpinning personal and professional behaviour in adult care
1.1 Standards and codes of practice: Examples may include, but are not limited to: • Skills for Care (SfC) the Care Certificate • Care Quality Commission (CQC) fundamental standards • SfC Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England • Codes of Conduct for specific, related professions such as Nursing and Midwifery Council (NMC)

Range
• Codes of Practice for specific aspects of adult social care, such as Mental Capacity Act 2005 and as amended 2007 **1.1 Personal and professional behaviour:** Refers to all aspects of the conduct of adult care practitioners.
2. Understand self-awareness in relation to personal and professional behaviour
2.2 Values: Examples may include, but are not limited to: • core values in adult social care • organisational values • personal values • professional values • openness and transparency • integrity
3. Be able to reflect on personal and professional behaviour
3.4 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

HSC L 9 Contribute to quality assurance in adult care (F/616/6385)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to quality assurance in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand quality standards in adult care	1.1 Explain how adult care services are regulated
	1.2 Describe **quality standards** which apply to adult care services
	1.3 Describe **current initiatives** designed to improve outcomes for **individuals**
	1.4 Explain the importance of continuous service improvement
	1.5 Explain the impact on service provision when quality standards are not met
2. Understand factors that impact the quality of service delivery	2.1 Explain **factors** that may impact the quality of service delivery
	2.2 Explain how the availability of **resources** may impact the quality of service delivery
	2.3 Explain resource management for safe and effective care
	2.4 Explain how to obtain formal and informal **feedback** on the quality of service delivery
	2.5 Explain how feedback informs quality standards
3. Understand quality assurance methods and systems	3.1 Explain the cycle of quality assurance
	3.2 Describe how quality standards are monitored: • internally • externally
	3.3 Explain benchmarking and audit in relation to quality assurance
4. Understand own role and responsibilities in meeting quality standards	4.1 Explain accountability in relation to meeting quality standards
	4.2 Explain own role and responsibilities in leading and supporting others to ensure compliance with regulation
	4.3 Explain how to access support in relation to meeting quality standards
5. Be able to contribute to and review the implementation of quality standards	5.1 Use feedback from **others** to assess own performance in meeting quality standards
	5.2 Support others to meet quality standards
	5.3 Record and report concerns that may compromise quality standards
	5.4 Make recommendations to improve performance in meeting quality standards

Range
1. Understand quality standards in adult care
1.2 Quality standards: Examples may include, but are not limited to: • Care Quality Commission (CQC) fundamental standards • National Institute for Care and Health Excellence (NICE) • Adult Autism Strategy • Investors in People • various quality charter marks and accolades **1.3 Current initiatives:** Examples may include, but are not limited to: • Dignity in Care • Adult Autism Strategy • Skills for Care (SfC) – common core principles to support self-care **1.3 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand factors that impact the quality of service delivery
2.1 Factors: Examples may include, but are not limited to: • staff ratios and workforce planning • staff training • funding and resources issues • leadership and governance • staff conduct **2.2 Resources:** Examples may include, but are not limited to: • human • financial • physical resources **2.4 Feedback:** Examples may include, but are not limited to: • formal or informal • performance indicators • internal or external audit (including inspection reports)

Range
• formal and informal feedback from individuals and their families, the workforce, stakeholders and other professionals • analysis of complaints • medication reviews • safeguarding reviews • benchmarking against organisational and national standards
5. Be able to contribute to and review the implementation of quality standards
5.1 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care service • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcome 5 must be assessed in a real work environment (RWE).

HSC L 10 Contribute to recruitment and selection in adult care (**F/616/6404**)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to contribute to recruitment and selection in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand legislation, regulation and organisation requirements for recruitment and selection	1.1 Summarise current legislation, regulation and organisational requirements for recruitment and selection
	1.2 Describe the impact of **drivers** within adult care on recruitment and selection
2. Understand the recruitment and selection processes	2.1 Describe **stages** of recruitment and selection
3. Be able to contribute to the recruitment and selection process in own setting	3.1 Involve **individuals** in the recruitment process
	3.2 Use agreed methods to assess candidates
	3.3 Use agreed criteria to select candidates
	3.4 Communicate the outcome of the recruitment and selection process
4. Be able to evaluate the recruitment and selection processes in own setting	4.1 Contribute to the evaluation and review of recruitment and selection processes
	4.2 Recommend improvements to processes and practice in relation to recruitment and selection

Range
1. Understand legislation, regulation and organisation requirements for recruitment and selection
1.2 Drivers: Examples may include, but are not limited to: • values-based • systems management – quality and safety • capacity planning • integrated working • service redesign and new ways of working • initiatives for recruitment and best practice • personalisation • changing demographics • serious case reviews and enquiries

Range
2. Understand the recruitment and selection processes
2.1 Stages: Examples may include, but are not limited to: • needs evaluation • job description and person specification • advertising methodology • alignment of selection and interview activity against set specifications • unbiased application and selection processes • interview techniques and selection tests • selection and notification processes • involvement of individuals in the recruitment and selection process • role of human resources
3. Be able to contribute to the recruitment and selection process in own setting
3.1 Individuals: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDLMCA3

HSC L 11 Manage resources in adult care (J/616/6405)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to manage resources in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand resource management in adult care	1.1 Describe legislative and regulatory requirements in relation to managing: • financial resources • human resources • physical resources
	1.2 Explain the importance of sustainability in relation to resource management
	1.3 Analyse **factors** which impact planning and prioritising resources
	1.4 Describe methods used to forecast resource requirements
	1.5 Describe how resources are commissioned or procured
	1.6 Explain the **relationship** between operational planning and resource management
2. Be able to contribute to planning and securing resources	2.1 Explain own accountability and responsibilities for: • identifying resources • securing resources
	2.2 Consult with **others** to identify planned activities and resource needs
	2.3 Submit a business case to procure required resources
	2.4 Review and agree required resources with others
3. Be able to monitor and review the quality and use of resources in own area of responsibility	3.1 Explain own accountability and responsibilities for: • maintaining resources • reviewing resources
	3.2 Monitor the quality of resources against required specifications
	3.3 Analyse the effectiveness and efficiency of resource use
	3.4 Make recommendations to improve the effectiveness and efficiency of resource use

Range
1. Understand resource management in adult care
1.3 Factors: Examples may include, but are not limited to: • cost-effectiveness and value for money • organisational priorities • quality of product • environmental considerations • business growth

Range
• legislative requirements • reducing waste • duplication and fragmentation • evidence-based practice • safe and effective care • developments in technology and advances in practice and work patterns **1.6 Relationship:** Examples may include, but are not limited to: • transformation of services and change • quality of service • value for money • customer satisfaction • financial governance
2. Be able to contribute to planning and securing resources
2.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDLMCE5

HSC L 14 Lead an effective team (R/616/6388)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead an effective team.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand team working	1.1 Describe the **purpose** of team working
	1.2 Summarise theoretical models of team development
	1.3 Explain **principles** of team working
	1.4 Explain how the values of an organisation impact team working
	1.5 Explain how team working impacts: • **individuals** • team members • organisation
2. Be able to lead a team effectively	2.1 Describe methods to engage and support team members
	2.2 Work with **others** to develop team goals and objectives
	2.3 Identify roles, responsibilities and professional boundaries of: • self • team members
	2.4 Support team members to complete work activities towards team goals and objectives
	2.5 Provide and receive constructive feedback
	2.6 Seek support and advice from others
3. Be able to review the effectiveness of team working	3.1 Reflect on own performance in working as part of a team
	3.2 Review team performance in achieving or working towards goals and objectives
	3.3 Contribute to the development of continuous improvement within the team

Range
1. Understand team working
1.1 Purpose: Examples may include, but are not limited to: • development of trust • accountability • duty of care • meeting organisational, team and personal objectives • safe and effective working practices • staff support and development

Range
1.3 Principles: Examples may include, but are not limited to: • clear and shared objectives • clearly defined roles, responsibilities and expectations • trust and accountability • confidentiality • effective communication • conflict resolution • performance management • inclusive and consultative • innovation and creativity • balance of knowledge, skills and attributes **1.5 Individuals:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to lead a team effectively
2.2 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with the Skills for Care and Development assessment principles. Learning outcomes 2 and 3 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDCCLD0338 • SCDHSC3121

HSC L 15 Lead an effective team in adult care (Y/616/6408)

Unit summary				
The aim of this unit is to provide learners with the knowledge, understanding and skills required to lead an effective team in adult care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**3 credits**	**20 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand different styles of leadership and management	1.1 Summarise models of leadership
	1.2 Compare different styles of leadership and management
	1.3 Describe why leadership and management styles may need to be adapted in response to different situations
2. Understand the attributes of effective team performance	2.1 Explain attributes of effective team performance
3. Understand how to support team development	3.1 Explain stages of team development
	3.2 Explain the impact of group norms on team development
	3.3 Explain how to develop and establish trust and accountability within a team
	3.4 Describe strategies to overcome barriers to effective team development
	3.5 Outline positive conflict management techniques
4. Understand how to support positive value-based culture within a team	4.1 Explain strategies to support a positive value-based culture in the team
5. Be able to lead an effective team	5.1 Promote an open, honest and autonomous culture
	5.2 Agree and communicate team goals and objectives in line with organisational vision and strategy
	5.3 Facilitate team engagement in decision-making
	5.4 Role model effective team working
	5.5 Support team members to carry out their roles, responsibilities and objectives
	5.6 Encourage the sharing of best practice, skills and knowledge between team members
6. Be able to evaluate team performance	6.1 Reflect on own leadership and management style
	6.2 Review team performance in relation to meeting team goals and objectives
	6.3 Agree and implement an action plan to develop and improve team performance

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 5 and 6 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDLMCSA1

DAC4D3 Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing (M/616/6415)

Unit summary				
This aim of this unit is to provide learners with knowledge, understanding and skills required to facilitate support planning to ensure positive outcomes for individuals and to support wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 4**	**2 credits**	**14 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. 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 2005 on support planning processes
	1.4 Explain how outcome-based practice can impact on an **individual's** life
2. 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
3. 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 benefits, risks and challenges
4. 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
5. 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 time, people, budget and 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 feedback from an individual and others and assess risks
	5.4 Record review processes and outcomes according to organisational systems and procedures to support information sharing

Range
1. Understand the theories and principles that underpin outcome-based practice
1.4 Individual: A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Be able to develop a support plan to meet the identified needs of an individual
2.5 Others: Examples may include, but are not limited to: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates **2.5 Assessment:** Involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention.
3. Understand the value of assistive living technology in developing a support plan

3.1 Assistive living technology:
 	
Examples may include, but are not limited to:
 	
• electronic:
  ○ sensor mats or pads
  ○ pendants/telecare
  ○ echo box
  ○ reminding tool
  ○ keypad 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

Range
5. Be able to facilitate a person-centred review of support plans in partnership with the individual and others
5.1 Standards: Standards may include: • codes of practice • regulations • minimum standards • national occupational standards (NOS) **5.2 Agreed ways of working:** Will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance
This unit must be assessed in line with Skills for Care and Development assessment principles. Learning outcomes 2, 4 and 5 must be assessed in a real work environment (RWE).

AC 3 Adult social care regulation, inspection and quality improvement (A/650/1384)

Unit summary				
This unit will enable the learner to understand the regulatory and inspection process and the importance of quality improvements in adult social care services.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand current adult social care regulatory body	1.1 Explain why there is a requirement for a regulatory body in adult social care
	1.2 Explain the role of the national regulatory body for adult care
	1.3 Describe the different types of inspections carried out by the regulatory body for adult social care
	1.4 Summarise the inspection framework for adult social care
2. Understand quality improvements in adult social care	2.1 Summarise **adult social care industry standards**
	2.2 Explain how standards can support quality improvement in adult social care
	2.3 Describe **factors** that can support quality improvement in adult social care
	2.4 Describe **barriers** to supporting quality improvement in adult social care
	2.5 Explain the importance of co-production in supporting quality improvements
3. Understand quality audits in adult social care	3.1 Describe the purpose of an internal quality audit in adult social care
	3.2 Explain what a quality improvement cycle involves in an adult social care service
	3.3 Explain how co-production can support effective quality audits in adult social care
	3.4 Compare **different approaches** to audits within quality improvement
4. Understand how to prepare for a regulatory body inspection	4.1 Describe what happens in an inspection in an adult social care service
	4.2 Describe the role of the inspection team when preparing for an inspection
	4.3 Describe the role of own organisation when preparing for an inspection
	4.4 Describe the role of **relevant organisations** within the planning inspection process
5. Be able to plan an internal audit in an adult social care setting	5.1 Identify an area suitable for a small-scale audit in own service
	5.2 Plan a small-scale audit on a **particular aspect** of own setting
	5.3 Implement the small-scale plan in own setting
	5.4 Demonstrate the learning from the small-scale audit
	5.5 Make recommendations based on results of the audit
	5.6 Plan the next steps

Range
2. Understand quality improvements in adult social care
2.1 Adult social care standards: Examples may include, but are not limited to: • Care Quality Commission (CQC) fundamental standards • Health and Care Professions Council (HCPC)/The Nursing and Midwifery Council (NMC) • The Care Act 2014: Care and support statutory guidance 2021 • National Institute for Health and Care Excellence (NICE): evidence-based guidance and quality standard for social care providers and commissioners • Social Care Institute for Excellence (SCIE) • Skills for Care (SfC) the Care Certificate • Advocacy Code of Practice **2.3 Factors:** Examples may include, but are not limited to: • clear direction and priorities • understanding of professional standards • suitable skilled staff • robust and effective leadership • accountability • person-centred and co-production practice • effective data management systems (DMS) • strong multiagency working • clear and effective policies and procedures • evidence-based practice • a learning culture **2.4 Barriers:** Examples may include, but are not limited to: • high turnover/staff vacancies • weak or poor leadership • lack of direction and knowledge of the sector/service • blame culture/defensive practice • lack of skilled workforce • service led provision • poor multiagency working • lack of training and development opportunities • lack of investment

Range
3. Understand quality audits in adult social care
3.4 Different approaches: Examples may include, but are not limited to: • regular monitoring and improvement processes such as supervision, surveys for service users and peer reviews • episodic activities such as a review of a complaint or incident • regular and planned audits across levels of a service
4. Understand how to prepare for a regulatory body inspection
4.4 Relevant organisations: Examples may include, but are not limited to: • local Healthwatch • partner charities: Carers UK, Disability Rights UK, Mind, Patients Association, the Relatives & Residents Association • NHS Friends and Family Test • patient survey data • local government data
5. Be able to plan an internal audit in an adult social care setting
5.2 Particular aspect Examples may include, but are not limited to: • policies and procedures • care planning • health and safety • infection control • environment • fire safety • food hygiene • incidents and accidents • falls • comments and complaints • staff training • medication

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment strategy. Learning outcome 5 must be assessed in a real work environment (RWE).

Delivery and assessment guidance
Relationship to national occupational standards (NOS): • INSML053 • INSML054 • INSML050

AC 4 Supervision skills and developing and supporting others (T/650/1382)

Unit summary				
The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake supervision in an adult care setting**.**				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**35 GLH**

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Understand the principles, scope and purpose of supervision in an adult care setting	1.1 Describe the principles and purpose of supervision
	1.2 Describe **theories and models** used in supervision
	1.3 Explain the legislative requirements for supervision in an adult care setting
	1.4 Explain how supervision can protect the: • **individual** • supervisor • supervisee
	1.5 Compare the roles of the supervisor and the supervisee
	1.6 Explain why the frequency and location of supervision is important
2. Understand how supervision can be used to develop and support team members and benefit others within adult care settings	2.1 Explain how the supervision process contributes to performance management in adult care settings
	2.2 Describe the different **forms of supervision**
	2.3 Describe how **others** benefit from supervision
	2.4 Explain **factors** that result in power imbalances in supervision
	2.5 Analyse the importance of reflection within supervision
3. Be able to prepare to carry out supervision	3.1 Identify opportunities for supervision
	3.2 Agree focus and actions to be taken in preparation for supervision
	3.3 Clarify the role of the supervisor and supervisee within the boundaries of confidentiality and accountability
4. Be able to lead a supervision	4.1 Conduct supervision in a way that: • puts the supervisee at ease • promotes two-way communication • maintains confidentiality • addresses potential imbalance of power • provides opportunity for questions, comments or concerns to be raised
	4.2 Support the supervisee to reflect on aspects and outcomes of their practice
	4.3 Give appropriate responses to questions
	4.4 Provide constructive and meaningful feedback which: • acknowledges achievements • recognises good practice • addresses performance issues • identifies development needs
	4.5 Agree responsibilities and timescales for further actions and follow up
	4.6 Complete records in line with organisational requirements

Learning outcomes The learner will:	**Assessment criteria** The learner can:
5. Understand how to manage conflict during supervision in adult care settings	5.1 Give examples from own practice of managing conflict within supervision
	5.2 Explain the responsibilities involved with managing conflict situations during supervision: • supervisor • supervisee

Range
1. Understand the principles, scope and purpose of supervision in an adult care setting
1.2 Theories and models: Examples may include, but are not limited to: • theories of learning • motivation • leadership styles • conflict resolution **1.4 Individual:** A person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
2. Understand how supervision can be used to develop and support team members and benefit others within adult care settings
2.2 Forms of supervision: Examples may include, but are not limited to: • formal • informal • professional • supervision of staff during induction, work-shadowing or during development of specific skills • individual • group **2.3 Others:** Examples may include, but are not limited to: • other colleagues • service users • individuals • families and carers

Range
2.4 Factors: Examples may include, but are not limited to: • lack of knowledge and understanding of the purpose and role of supervision • lack of knowledge of role and responsibilities of both parties • lack of communication skills • lack of conflict management and resolution • lack of formality of supervision • location and frequency • lack of planning and preparation

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment strategy. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • INSML029 • INSML028 • INSML002

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: • by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation**. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

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

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

This qualification has been developed to meet the NCFE assessment strategy and where relevant for particular units Skills for Care and Development assessment principles.

Skills for Care and Development assessment principles

Knowledge LOs:

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

Competence/skills LOs:

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

NCFE assessment strategy

Knowledge learning outcomes:

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

Competence/Skills learning outcomes:

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

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence
Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

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

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner MUST be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWTs.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge learning outcomes:

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

Competence/Skills learning outcomes:

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

4. Definitions

4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:
NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence

- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between 2 or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points.
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration, or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource, or piece of information as asked in the question or task.

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

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action, or decision.
Demonstrate	Show an understanding by describing, explaining, or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion, or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

This table explains how the terms used at level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of ‘analyse’ which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of ‘compare’ where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining, or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of ‘evaluate’ where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.

Identify	Apply an in-depth knowledge to give the main points accurately.
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 4: support

Support materials

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

- learner's evidence tracking log (LETL)
- qualification factsheet
- learning resources

Useful websites

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

- www.england.nhs.uk
- www.gov.uk/government/organisations/office-for-health-improvement-and-disparities
- www.gov.uk/government/organisations/uk-health-security-agency
- www.instituteforapprenticeships.org/
- www.skillsforcare.org.uk/Home.aspx
- www.skillsforhealth.org.uk/

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

Other support materials

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

Products to support the delivery of this qualification are offered by the following suppliers:

- Learning Curve Group

For more information about these resources and how to access them, please visit the NCFE website.

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Version 1.3 July 2024
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Appendix A

Units

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AC M1	A/650/1366	Promote communication in care settings	3	3	25	
AC M2	D/650/1367	Handling information in adult care	3	2	16	
AC M3	F/650/1368	Promote own continuous personal and professional development	3	3	26	
AC M4	H/650/1369	Person-centred practice, choice and independence	3	6	39	
☆ AC M4B	L/650/1370	Understand how to promote personal wellbeing	3	3	25	
AC M5	M/650/1371	Promote equality, diversity, inclusion and human rights in care settings	3	2	20	
AC M6	R/650/1372	Promote health and safety in care settings	3	6	45	
AC M6B	T/650/1373	Support the health and wellbeing of individuals in a care setting	3	3	25	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	AC M7	Y/650/1374	Scope and responsibilities of an adult care worker	2	2	20	
☆	AC M8	A/650/1375	Understand duty of care	3	2	20	
☆	AC M9	D/650/1376	Understand how to safeguard individuals	2	3	28	
☆	AC M10	F/650/1377	Understand mental capacity and restrictive practices	3	2	20	
	AC M11	H/650/1378	Infection prevention and control in a care setting	3	2	20	

Optional units

Aspects of support units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	HSC AS 2	Y/616/6327	Co-ordinate activity provision in adult social care	3	4	25	
☆	HSC AS 3	D/616/6328	Principles of advocacy	3	4	25	
	HSC AS 5	J/616/6310	Co-ordinate the use of assistive living technology	4	4	31	
	HSC AS 8	H/616/6329	Promote continence management	3	4	30	
☆	HSC AS 9	Y/616/6330	Understand how to support individuals to access and engage in education, training and employment (ETE)	3	3	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
HSC AS 12	M/616/6334	Managing pain and discomfort	3	3	24	
HSC AS 14A	D/650/1682	Promote nutrition and hydration in adult care settings	3	4	42	
☆ HSC AS 15	J/650/1379	Understand personalisation in adult care	3	3	22	
HSC AS 17	L/616/6342	Implement positive behaviour support	3	6	41	
HSC AS 18	F/616/6323	Develop, implement and review reablement plans	4	4	30	
HSC AS 19	H/616/6346	Support individuals to retain, regain and develop skills for everyday life	3	4	28	
☆ HSC AS 21	M/616/6348	Understand how to support individuals with foot care	2	3	25	
HSC AS 23	T/616/6349	Support person-centred thinking, planning and review	3	4	35	
HSC AS 24A	F/650/1683	Facilitate assessment, planning, implementation and review using person-centred and strengths-based approaches	3	6	50	
AHP 12	A/615/7183	Collaborate in the assessment of environmental and social support in the community	3	4	23	
AHP 16	F/615/7170	Provide support to individuals to continue recommended therapies	3	3	20	
AHP 20	T/615/7215	Provide support for mobility	2	2	14	
AHP 21	A/615/7295	Provide agreed support for foot care	2	3	23	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 31	M/615/7259	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	
AN 25	T/615/7229	Move and position individuals in accordance with their care plan	2	4	26	
AN 33	A/615/7202	Support individuals to access and use services and facilities	3	4	25	
AN 38	D/615/7323	Support independence in the tasks of daily living	2	5	37	
AN 39	R/615/7254	Awareness of the Mental Capacity Act 2005	3	3	28	
AN 41	M/615/7214	Work in partnership with families to support individuals	3	3	27	
AN 45	Y/615/7188	Implement therapeutic group activities	3	4	25	
AN 46	D/615/7337	Support individuals to live at home	3	4	29	
AN 56	A/615/7278	Support individuals during a period of change	3	4	29	
AN 59	K/615/7213	Support individuals to access and manage direct payments	4	4	20	
AN 60	H/615/7243	Support individuals to access housing and accommodation services	3	4	31	
AN 61	L/615/7317	Support individuals to prepare for and settle in to new home environments	3	3	23	
AN 67	K/615/7275	Support the spiritual wellbeing of individuals	3	3	26	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AN 68	J/615/7204	Support individuals to meet personal care needs	2	2	16	
AN 71	K/615/7339	Provide support for sleep	2	2	13	
AN 72	L/615/7320	Support individuals with specific communication needs	3	5	35	
AN 89	H/615/7307	Support carers to meet the care needs of individuals	3	4	30	
MH 4	M/615/7262	Support positive risk taking for individuals	3	4	32	
☆ No reference applicable	K/617/7591	Understand social prescribing	3	2	12	
AC 1	M/650/1380	Develop own communication skills to support positive interactions with individuals	3	4	38	
AC 2	R/650/1381	Support individuals to maintain oral health and mouth care	3	3	28	

Specialisms units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
HSC S 3	M/616/6351	Support families who care for individuals with acquired brain injury	3	3	28	
☆ HSC S 4A	H/650/1684	Understand the impact of acquired brain injury on individuals	3	3	28	
HSC S 6	A/616/6353	Support individuals with autism spectrum condition (ASC)	3	4	33	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	HSC S 7	F/616/6354	Understand how to support individuals with autism spectrum condition (ASC)	3	3	28	
	HSC S 9	J/616/6355	Provide support to individuals with dementia	3	4	35	
☆	HSC S 10	L/616/6356	Diabetes awareness	2	3	28	
☆	HSC S 13	D/616/6359	End of life care	3	7	53	
☆	HSC S 16	Y/616/6361	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	3	3	21	
	HSC S 17	D/616/6362	Support individuals with learning disabilities to access healthcare	3	3	25	
	HSC S 20	H/616/6363	Promote mental wellbeing and mental health	3	3	20	
	HSC S 22	M/616/6365	Support individuals with multiple conditions and/or disabilities	3	4	31	
	HSC S 23	T/616/6366	Support individuals with Parkinson’s disease	3	3	25	
☆	HSC S 26	J/616/6369	Understand sensory loss	3	3	21	
	HSC S 27	F/616/6371	Support the assessment of individuals with sensory loss	3	3	22	
	HSC S 29A	J/650/1685	Promote stroke care management	3	4	36	
	HSC S 30	R/616/6374	Carry out assessments to identify the needs of substance users	3	5	30	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	HSC S 31	D/616/6376	Support individuals who are substance users	3	5	35	
	HSC S 32	K/616/6378	Test for substance use	3	5	30	
☆	AN 26	M/615/7164	Understand advance care planning	3	3	25	
☆	AN 35	M/615/7228	Understand the process and experience of dementia	3	3	22	
	AN 36	A/615/7376	Care for the elderly	2	2	10	
☆	AN 37	L/615/7365	Understand long-term conditions and frailty	3	3	20	
☆	AN 40	M/615/7374	Understand the context of supporting individuals with learning disabilities	3	4	35	
☆	AN 47	K/615/7227	Dementia awareness	2	2	7	
	AN 50	M/615/7326	Support individuals at the end of life	3	6	50	
☆	DHS 13	Y/615/7157	Understand mental health problems	3	3	16	
	MH 12	T/615/7277	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	

Clinical skills or healthcare task units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AN 1	J/615/7297	Undertake physiological measurements	3	3	23	
AN 2A	K/650/1686	Undertake personal hygiene activities with individuals	2	3	24	
AN 4	R/615/7187	Obtain venous blood samples	3	3	24	
AN 5A	L/650/1687	Obtain and test capillary blood samples	3	4	30	
AN 13	J/615/7302	Undertake stoma care	3	4	30	
AN 14	L/615/7169	Prepare for and carry out extended feeding techniques	3	4	27	
AN 15	Y/615/7174	Assist in the administration of medication	2	4	25	
AN 16	H/615/7338	Undertake tissue viability risk assessments	3	3	16	
AN 18	L/615/7236	Undertake treatments and dressings of lesions and wounds	3	4	23	
AN 28A	M/650/1688	Undertake agreed pressure area care	2	4	30	
AN 29A	R/650/1689	Administer medication to individuals and monitor the effects	3	5	30	
☆ DHS 11	L/615/7155	Causes and spread of infection	2	2	20	
☆ DHS 12	R/615/7156	Cleaning, decontamination and waste management	2	2	20	

Leadership and management skills units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
HSC L 1 A	D/650/1385	Promote innovation, change and positive representation of own organisation	4	3	32	
HSC L 3	F/616/6399	Lead learning and development in adult care	4	4	26	
HSC L 4	H/616/6380	Mentoring in adult social care	4	4	30	
HSC L 7	M/616/6382	Personal and professional behaviour in adult care	3	3	20	
HSC L 9	F/616/6385	Contribute to quality assurance in adult care	3	3	25	
HSC L 10	F/616/6404	Contribute to recruitment and selection in adult care	4	3	25	
HSC L 11	J/616/6405	Manage resources in adult care	4	3	20	
HSC L 14	R/616/6388	Lead an effective team	3	3	25	
HSC L 15	Y/616/6408	Lead an effective team in adult care	4	3	20	
DAC4D3	M/616/6415	Facilitate support planning to ensure positive outcomes for individuals and to support wellbeing	4	2	14	
AC 3	A/650/1384	Adult social care regulation, inspection and quality improvement	3	4	35	
AC 4	T/650/1382	Supervision skills and developing and supporting others	3	4	35	

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

Barred unit combinations

The rules of combination of the Level 3 Diploma in Adult Care will not allow the following units to be taken together.

If taken			**Cannot be taken (*and vice versa*)**		
Unit number	**Regulated unit number**	**Unit title**	**Unit number**	**Regulated unit number**	**Unit title**
MH 12	T/615/7277	Recognise indications of substance misuse and refer individuals to specialists	HSC S 31	D/616/6376	Support individuals who are substance users
AN 50	M/615/7326	Support individuals at the end of life	HSC S 13	D/616/6359	End of life care

Appendix B

Apprenticeship standards mapping

The tables below show mapping of the mandatory units from the Level 3 Diploma in Adult Care qualification to the Lead Adult Care Worker apprenticeship standard (where applicable):

Responsibilities AC M7 Scope and responsibilities of an adult care worker (Y/650/1374) AC M8 Understand duty of care (A/650/1375) AC M9 Understand how to safeguard individuals (D/650/1376) AC M10 Understand mental capacity and restrictive practices (F/650/1377)	
Apprenticeship standard	Knowledge: A. The job they have to do, their main tasks and responsibilities D. How to support individuals to remain safe from harm (safeguarding) E. How to champion health and wellbeing for the individuals they support and work colleagues F. How to work professionally, including their own professional development of those they support and work colleagues Skills: A. The main tasks and responsibilities according to their job role D. Support individuals to remain safe from harm (safeguarding) E. Champion health and wellbeing for the individuals they support F. Work professionally and seek to develop their own professional development

Communication AC M1 Promote communication in care settings (A/650/1366) AC M2 Handling information in adult care (D/650/1367)	
Apprenticeship standard	Knowledge: C. The importance of communication Skills: C. Communicate clearly and responsibly

Values and behaviours AC M4 Person-centred practice, choice and independence (H/650/1369) AC M5 Promote equality, diversity, inclusion and human rights in care settings (M/650/1371) AC M6B Support the health and wellbeing of individuals in a care setting (T/650/1373)	
Apprenticeship standard	Knowledge: A. The job they have to do, their main tasks and responsibilities B. The importance of having the right values and behaviours E. How to champion health and wellbeing for the individuals they support and work colleagues Skills: A. The main tasks and responsibilities according to their job role B. Treat people with respect and dignity and honour their human rights E. Champion health and wellbeing for the individuals they support

Health and Safety AC M6 Promote health and safety in care settings (R/650/1372) AC M11 Infection prevention and control in a care setting (H/650/1378)	
Apprenticeship standard	Knowledge: A. The job they have to do, their main tasks and responsibilities D. How to support individuals to remain safe from harm (safeguarding) E. How to champion health and wellbeing for the individuals they support and work colleagues Skills: A. The main tasks and responsibilities according to their job role D. Support individuals to remain safe from harm (safeguarding) E. Champion health and wellbeing for the individuals they support

Personal development AC M3 Promote own continuous personal and professional development (F/650/1368) AC M4B Understand how to promote personal wellbeing (L/650/1370)	
Apprenticeship standard	Knowledge: A. The job they have to do, their main tasks and responsibilities F. How to work professionally, including their own professional development of those they support and work colleagues Skills: A. The main tasks and responsibilities according to their job role F. Work professionally and seek to develop their own professional development

Appendix C

Digital skills

Building care workers' confidence in using digital skills

Learners can be supported to self-assess their digital skills and level of digital literacy during initial assessment. Opportunities for this can be found in everyday living (for example, when using personal devices, connecting to Wi-Fi, online shopping, banking and submitting applications online). There are transferrable skills from use of digital social media (for example, setting up profiles, online security and awareness of their digital footprint).

The development of learners' digital skills can be monitored throughout the learning programme as a regular component of progress reviews. During completion of this qualification, learners using online learning platforms and submitting evidence via an online or electronic portfolio will have the advantage of developing skills to navigate the portfolio with the support of an assessor.

Learners can also draw on their use of digital technology within their employment (for example, submitting time sheets, email correspondence and contributing to professional social media platforms). Through this, they should gain awareness of relevant legislative and regulatory requirements as well as professional standards and expectations.

Enabling and encouraging care workers to embrace digital skills

Throughout the programme, learners can be encouraged to access online resources and internal communication via intranet learning platforms as well as through the internet for wider research. Using an online portfolio will provide opportunity for learners to contact their assessor and complete assessment planning remotely and present, upload and submit evidence digitally.

Centres can enable care workers to embrace digital skills when setting assessments for learners by incorporating use of digital technology. Learners who have limited digital skills or without access to suitable devices must not be disadvantaged and, where possible, arrangements made for access to the necessary equipment and/or support.

Using technology to support and monitor people accessing care and support

Opportunities to embed digital skills should be generated through the learner's practice wherever it is relevant and contextualised according to their role and setting. Learners may demonstrate use of digital skills in their practice through skills-based assessment and during assessor observations, in which case this should be highlighted in assessment planning and details included in the observation commentary.

Learners may be using a range of remote, mobile and assistive technologies, software and applications to provide different aspects of care. Use of technology-enabled care can provide learners with the opportunity to develop and demonstrate skills during their usual working activities.

Examples may include learners supporting individuals with technology to access and attend remote consultations, use of Telecare, or various apps (NHS, health apps or for diabetes), sharing data or information with health professionals for the purpose of monitoring or consultation. Assistive technologies may be used with devices or sensors (for example, to monitor movement for falls prevention). The use of technology in monitoring health and wellbeing may include undertaking a range of physiological measurements and may be relevant in some settings.

Learners may also be involved with facilitating individuals with communication through the use of alternative and augmentative communication (AAC), some of which may incorporate advanced computer technology. In addition, the learner's role in supporting individuals to maintain social contacts using technology requires use of digital skills and has grown in recent years.

In addition to developing these skills for themselves, some learners may be required, as part of their role, to support individuals to develop their digital skills to enable them with self-care and to engage with technology that can enhance their daily lives.

Digital care planning and record keeping

Learners may be able to demonstrate use of digital care applications or software which replace paper-based records such as care and support plans. This may include accessing care plans regularly and entering information if this is a part of their usual practice. They should be aware of the importance of and how online records are maintained as authentic, user-tracked, time-stamped and locked on submission.

Learners should demonstrate their role in maintaining the principles of confidentiality and security of the records including sharing personal information digitally and the use of password protection.

They may also be required to use a range of staff management systems including accessing rotas and online payslips, and submitting time sheets.

Using different digital platforms and systems

A range of different digital platforms and systems are available for use as learners, adult care workers and in their personal life as consumers. Learners can draw on transferrable skills they have developed whilst using some of these (for example, cyber security).

Learners should be encouraged to engage fully with any online learning and electronic portfolio systems and should be provided with a comprehensive induction to cover navigation and functionality with continued support to access resources, upload evidence, contact assessors, and use any forums or other features.

Learning online/remotely

Setting tasks which require use of digital skills such as using infographics to present written evidence or to use online survey tools and internet research can help motivate learners to develop skills. These tasks should be differentiated to the individual level of skills for each learner.

Interactive features on online learning platforms within the centre can be beneficial for learners (for example, daily updates or activities that encourage access and participating in online forums within a safe environment).

Communication with assessors and tutors can be enhanced through use of digital applications for remote meetings and discussions as well as through messaging applications and email.

When using online portfolio systems, learners may experience additional benefits (for example, using antiplagiarism software when uploading evidence).

Digital skills mapping

Digital skill	Unit
Building care workers' confidence in using digital skills	• AC M1 Promote communication in care settings (A/650/1366) • AC M2 Handling information in adult care (D/650/1367) • HSC AS 5 Co-ordinate the use of assistive living technology (J/616/6310) • HSC AS 2 Co-ordinate activity provision in adult social care (Y/616/6327) • HSC AS 3 Principles of advocacy (D/616/6328) • AN 39 Awareness of the Mental Capacity Act 2005 (R/615/7254) • AN 71 Provide support for sleep (K/615/7339) • HSC S 16 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361) • MH 12 Recognise indications of substance misuse and refer individuals to specialists (T/615/7277) • HSC L 11 Manage resources in adult care (J/616/6405)
Enabling and encouraging care workers to embrace digital skills	• AC M1 Promote communication in care settings (A/650/1366) • AC M2 Handling information in adult care (D/650/1367) • HSC AS 5 Co-ordinate the use of assistive living technology (J/616/6310) • HSC AS 2 Co-ordinate activity provision in adult social care (Y/616/6327) • HSC AS 3 Principles of advocacy (D/616/6328) • HSC AS 5 Co-ordinate the use of assistive living technology (J/616/6310) • AN 39 Awareness of the Mental Capacity Act 2005 (R/615/7254) • HSC AS 17 Implement positive behaviour support (L/616/6342) • HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346) • AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170) • AHP 21 Provide agreed support for foot care (A/615/7295) • AN 45 Implement therapeutic group activities (Y/615/7188)
Using technology to support and monitor people accessing care and support	• AC M1 Promote communication in care settings (A/650/1366) • AC M2 Handling information in adult care (D/650/1367) • HSC AS 5 Co-ordinate the use of assistive living technology (J/616/6310) • HSC AS 18 Develop, implement and review reablement plans (F/616/6323) • HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346) • AC M6 Promote health and safety in care settings (R/650/1372) • AC M6B Support the health and wellbeing of individuals in a care setting (T/650/1373) • AC M7 Scope and responsibilities of an adult care worker (Y/650/1374) • HSC AS 23 Support person-centred thinking, planning and review (T/616/6349)

Digital skill	Unit
	• HSC AS 24A Facilitate assessment, planning, implementation and review using person-centred and strengths-based approaches (F/650/1683) • AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170) • AHP 20 Provide support for mobility (T/615/7215) • AHP 31 Facilitate learning and development activities to meet individual needs and preferences (M/615/7259) • AN 25 Move and position individuals in accordance with their care plan (T/615/7229) • AN 33 Support individuals to access and use services and facilities (A/615/7202) • AN 38 Support independence in the tasks of daily living (D/615/7323)
Digital care planning and record keeping	• AC M2 Handling information in adult care (D/650/1367) • HSC AS 2 Co-ordinate activity provision in adult social care (Y/616/6327) • HSC AS 8 Promote continence management (H/616/6329) • HSC AS 12 Managing pain and discomfort (M/616/6334) • HSC AS 14A Promote nutrition and hydration in adult care settings (D/650/1682) • HSC AS 17 Implement positive behaviour support (L/616/6342) • HSC AS 18 Develop, implement and review reablement plans (F/616/6323) • HSC AS 19 Support individuals to retain, regain and develop skills for everyday life (H/616/6346) • AN 25 Move and position individuals in accordance with their care plan (T/615/7229) • AN 38 Support independence in the tasks of daily living (D/615/7323) • AN 41 Work in partnership with families to support individuals (M/615/7214) • AN 45 Implement therapeutic group activities (Y/615/7188) • AN 46 Support individuals to live at home (D/615/7337) • AN 56 Support individuals during a period of change (A/615/7278) • AN 59 Support individuals to access and manage direct payments (K/615/7213) • AN 60 Support individuals to access housing and accommodation services (H/615/7243) • AN 61 Support individuals to prepare for and settle in to new home environments (L/615/7317) • AN 68 Support individuals to meet personal care needs (J/615/7204) • AN 71 Provide support for sleep (K/615/7339) • AN 89 Support carers to meet the care needs of individuals (H/615/7307) • AHP 12 Collaborate in the assessment of environmental and social support in the community (A/615/7183) • AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170) • AHP 20 Provide support for mobility (T/615/7215)

Digital skill	Unit
	• AHP 21 Provide agreed support for foot care (A/615/7295) • MH 4 Support positive risk taking for individuals (M/615/7262) • HSC AS 24A Facilitate assessment, planning, implementation and review using person-centred and strengths-based approaches (F/650/1683) • HSC S 17 Support individuals with learning disabilities to access healthcare (D/616/6362) • HSC S 27 Support the assessment of individuals with sensory loss (F/616/6371) • HSC L 3 Lead learning and development in adult care (F/616/6399) • HSC S 29A Promote stroke care management (J/650/1685) • HSC S 30 Carry out assessments to identify the needs of substance users (R/616/6374) • HSC S 31 Support individuals who are substance users (D/616/6376) • MH 12 Recognise indications of substance misuse and refer individuals to specialists (T/615/7277)
Using different digital platforms and systems	• AC M2 Handling information in adult care (D/650/1367) • HSC AS 2 Co-ordinate activity provision in adult social care (Y/616/6327) • HSC AS 12 Managing pain and discomfort (M/616/6334) • HSC AS 14A Promote nutrition and hydration in adult care settings (D/650/1682) • HSC AS 17 Implement positive behaviour support (L/616/6342) • HSC AS 18 Develop, implement and review reablement plans (F/616/6323) • AHP 12 Collaborate in the assessment of environmental and social support in the community (A/615/7183) • AHP 16 Provide support to individuals to continue recommended therapies (F/615/7170) • AHP 21 Provide agreed support for foot care (A/615/7295) • AN 38 Support independence in the tasks of daily living (D/615/7323) • AN 41 Work in partnership with families to support individuals (M/615/7214) • AN 46 Support individuals to live at home (D/615/7337) • AN 59 Support individuals to access and manage direct payments (K/615/7213) • HSC S 16 Principles of supporting individuals with a learning disability regarding sexuality and sexual health (Y/616/6361) • HSC L 9 Contribute to quality assurance in adult care (F/616/6385) • HSC L 11 Manage resources in adult care (J/616/6405)
Learning online/remotely	• all identify, explain, describe criteria within units could be delivered remotely to promote online learning