Qualification Guidance Document

BIIAB Level 4 Diploma in Adult Care

England – 603/2877/0

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

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Specification Code

The specification code is D2481-04.

Issue	Date	Details of change
1.1	May 2023	Reformatted Qualification Guide into new branding
1.2	March 2025	Revised review date added

1.3	Sept 2025	Revised review date added
1.4	March 2026	Revised review date added
1.5	September 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

About Us 1
Sources of Additional Information 1
Copyright 1
Specification Code 1
Qualification Summary 7
Introduction 8
Pre-requisites 8
Qualification Structure and Rules of Combination 8
Aim 15
Target Group 16
Assessment 16
Resources 16
Practice Assessment Material 16
Teaching Strategies and Learning Activities 16
Progression Opportunities 17
Tutor / Assessor Requirements 17
Language 17
Mandatory Group A Unit Details 18
- Lead communication in adult care settings 18
- Develop, maintain and use records and reports 21
- Personal development in adult care settings 23
- Lead inclusive practice in adult care settings 26
- Lead health and safety in adult care settings 29
- Facilitate person-centred assessment to support well-being 32
- Facilitate support planning to ensure positive outcomes for individuals and to support well-being 35
- Professional practice in adult care settings 39
- Working in partnership with others 41
- Understand personalisation in care and support services 43
- Understand safeguarding and protection in adult care settings 46
- Safeguard children and young people who are present in the adult care sector 48

Optional Group B Unit Details 50

Health 50
Diabetes Awareness 50
Provide advice on foot care for individuals with diabetes 53
Understand Parkinson's for health and social care staff 55
Understand Stroke Care Management 58
Understand sensory loss 61
Promote awareness of sensory loss 63
Support individuals with sensory loss with communication 65
Support individuals with multiple conditions and/or disabilities 67
Support individuals to manage dysphagia 69
Dementia 73
Understand the process and experience of dementia 73
Understand the administration of medication to individuals with dementia using a person centred approach 75
Understand the roles of communication and interactions with individuals who have dementia 77
Mental Health 81
Awareness of the Mental Capacity Act 2005 81
Understand the impact of Acquired Brain Injury on individuals 84
Identify the physical health needs of individuals with mental health needs and plan appropriate actions 88
Enable individuals with mental health problems to develop alternative coping strategies 91
Learning Disabilities 94
Understand how to support individuals with autistic spectrum conditions ... 94
Support individuals with autistic spectrum conditions 99
Promote access to healthcare for individuals with learning disabilities 102
Promote good practice in the support of individuals with autistic spectrum conditions 106
Management 110
Understand how to manage a team 110
Understanding professional supervision practice 112
Understand professional management and leadership in health and social care or children and young people's settings 114
Share knowledge and good practice 116

Undertake a research project within services for health and social care or children and young people 118
Appraise staff performance 120
Facilitate change in health and social care or children and young people's settings 124
Manage finance within own area of responsibility in health and social care or children and young people's settings 128
Manage quality in health and social care or children and young people's setting 131
Social Care 133
Understand theories of relationships and social networks 133
Understand the factors affecting older people 135
Understand public funding of individual care needs in Adult Social Care 137
Understand positive risk taking for individuals with disabilities 140
Principles of self-directed support 142
Providing Independent Advocacy to Adults 145
Support the spiritual wellbeing of individuals 150
Provide support to maintain and develop skills for everyday life 153
Support the development of community partnerships 156
Support individuals to access and use services and facilities 159
Support individuals to access and manage direct payments 162
Support individuals to access housing and accommodation services 166
Support individuals to access education, training or employment 169
Work with families, carers and individuals during times of crisis 172
Implement the positive behavioural support model 175
Assess the needs of carers and families 183
Provide information, advice and guidance 185
Develop and implement reablement plans 188
Mentoring in social care 192
Supporting infection prevention and control in social care 196
Lead practice in assessing and planning for the needs of families and carers 199
Support people who are providing homes to individuals 202
Facilitate the development of effective group practice in health and social care or children and young people's settings 205
Support the use of assistive technology 208

Assistive Technology 210
Support individuals in the use of assistive technology 210
Assessment, implementation and review of assistive technology in social care 213
Installation, maintenance and removal of assistive technology in social care 218
Promote rights and values in assistive technology in social care 222
Promote assistive technology in social care 225
End of Life 228
Understand how to provide support when working in end-of-life care 228
Understand how to support individuals during the last days of life 231
Support individuals at end of life 234
Understand Advance Care Planning 238
Support individuals during the last days of life 242
Substance Misuse 246
Recognise indications of substance misuse and refer individuals to specialists 246
Support individuals who are substance users 249
Provide services to those affected by someone else's substance use 254
Increase awareness about drugs, alcohol or other substances with individuals and groups 258
Carry out comprehensive substance misuse assessment 262
Support individuals through detoxification programmes 267
Certification 273
Exemptions 273
Glossary of Terms 274

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 4 Diploma in Adult Care								
Qualification Purpose	Confirm Occupational Competence and a mandatory component of the Lead Practitioner in Adult Care Apprenticeship							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	> Internal assessment > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/04/2018							
Review Date	31/08/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	460 hours							
Total Qualification Time (TQT)	700 hours							
Credit Value	70							
BIIAB Qualifications Limited Sector	Health and Social Care							
Regulator Sector	1.3 Health and Social Care							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 4 Diploma in Adult Care	603/2877/0

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 4 Diploma in Adult Care

To achieve the BIIAB Level 4 Diploma in Adult Care, learners **must** gain a **total of 70** credits. This **must** consist of:

- Mandatory Group A minimum credit: **37**
- The remaining **33** credits must come from Optional Group B
- A minimum of **55** credits must be achieved through the completion of units at Level 4 and above

This qualification has been developed based upon industry feedback as to the fundamental knowledge required at this level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 37				
Lead communication in adult care settings	F/616/8850 DAC4A1	4	4	28
Develop, maintain and use records and reports	J/616/8851 DAC4A2	4	3	20
Personal development in adult care settings	L/616/8852 DAC4B1	4	4	31
Lead inclusive practice in adult care settings	J/616/8865 DAC4C1	4	3	22
Lead health and safety in adult care settings	L/616/8866 DAC4D1	4	3	21
Facilitate person-centred assessment to support well-being	R/616/8867 DAC4D2	4	2	18
Facilitate support planning to ensure positive outcomes for individuals and support well-being	Y/616/8868 DAC4D3	4	3	25
Professional practice in adult care settings	D/616/8869 DAC4E1	4	3	18
Working in partnership with others	R/616/8870 DAC4E2	4	4	26
Understand personalisation in care and support services	Y/616/8871 DAC4E3	5	4	30
Understand safeguarding and protection in adult care settings	D/616/8872 DAC4F1	3	2	14
Safeguard children and young people who are present in the adult care sector	H/616/8873 DAC4F2	4	2	16

Optional Group B

To assist centres and learners, all of the optional units have been grouped into the following themes:

- Health
- Dementia
- Mental Health
- Learning Disabilities

- Management
- Social Care
- Assistive Technology
- End of Life
- Substance Misuse

Unit Title	Unit Number	Level	Credit Value	GL
Health				
Diabetes awareness	D/503/1839 CA153	3	6	46
Provide advice on foot care for individuals with diabetes	F/616/6256 SFH119	4	4	31
Understand Parkinson's for health and social care staff	R/506/6054 3AC04	3	2	14
Understand stroke care management	J/503/7165 CA158	3	4	36
Understand sensory loss	M/601/3467 CA150	3	3	21
Promote awareness of sensory loss	M/601/5249 CA293	5	3	19
Support individuals with sensory loss with communication	M/601/5252 CA300	5	5	37
Support individuals with multiple conditions and/or disabilities	T/601/5253 CA301	5	5	34
Support individuals to manage dysphagia	A/616/6255 SFH118	4	5	35

Unit Title	Unit Number	Level	Credit Value	GL
Dementia				
Understand the process and experience of dementia	L/616/6079 SFH071	3	3	22
Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199 CA17	3	2	15
Understand the role of communication and interactions with individuals who have dementia	L/601/3539 CA21	3	3	26

Unit Title	Unit Number	Level	Credit Value	GL
Mental Health				
Awareness of the Mental Capacity Act 2005	R/616/6200 SFH102	3	3	28
Understand the impact of Acquired Brain Injury on individuals	Y/601/6167 CA149	3	3	28
Identify the physical health needs of individuals with mental health needs and plan appropriate actions	A/601/9174 CA188	4	5	35
Enable individuals with mental health problems to develop alternative coping strategies	D/616/6281 SFH139	4	4	16

Unit Title	Unit Number	Level	Credit Value	GL
Learning Disabilities				
Understand how to support individuals with autistic spectrum conditions	T/601/5317 CA147	3	3	28
Support individuals with autistic spectrum conditions	M/504/2196 CA228	3	4	33
Promote access to healthcare for individuals with learning disabilities	J/601/5645 CA287	5	6	44
Promote good practice in the support of individuals with autistic spectrum conditions	A/601/5318 CA288	5	7	53

Unit Title	Unit Number	Level	Credit Value	GL
Management				
Understand how to manage a team	D/602/3170 CA270	4	3	20
Understand professional supervision practice	H/602/3185 CA271	4	3	22
Understand professional management and leadership in health and social care or children and	F/504/2218 CA311	5	6	50

young people's settings				
Share knowledge and good practice	A/602/6237 5AC02	5	3	20
Undertake a research project within services for health and social care or children and young people	J/602/3499 CA251	5	10	80
Appraise staff performance	J/504/2219 CA329	5	5	32
Facilitate change in health and social care or children and young people's settings	R/506/7091 5AC03	5	5	33
Manage finance within own area of responsibility in health and social care or children and young people's settings	D/506/7093 4AC15	4	4	31
Manage quality in health and social care or children and young people's setting	H/506/7094 5AC04	5	5	36

Unit Title	Unit Number	Level	Credit Value	GL
Social Care				
Understand theories of relationships and social networks	Y/601/8579 CA145	4	3	29
Understand the factors affecting older people	D/504/2243 CA70	3	2	17
Understand public funding of individual care needs in Adult Social Care	M/506/6367 4AC09	4	4	29
Understand positive risk taking for individuals with disabilities	J/601/6293 CA146	3	3	25
Principles of self-directed support	M/601/7048 CA63	3	3	26
Providing Independent Advocacy to Adults	R/502/3298 CA306	4	5	35
Support the spiritual wellbeing of individuals	J/616/6257 SFH121	3	3	26

Provide support to maintain and develop skills for everyday life	D/616/6202 SFH106	3	4	28
Support the development of community partnerships	M/601/9494 CA209	4	5	33
Support individuals to access and use services and facilities	J/616/6050 SFH040	3	4	25
Support individuals to access and manage direct payments	L/616/6065 SFH55	4	4	20
Support individuals to access housing and accommodation services	R/616/6195 SFH90	3	4	31
Support individuals to access education, training or employment	J/616/6064 SFH053	4	4	31
Work with families, carers and individuals during times of crisis	F/601/9029 CA190	4	5	35
Implement the positive behavioural support model	T/601/9738 CA194	4	8	61
Assess the needs of carers and families	T/504/2216 CA227	3	4	28
Provide information, advice and guidance	T506/6368 4AC10	4	4	26
Develop and implement reablement plans	T/506/6354 4AC11	4	4	30
Mentoring in social care	J/506/6052 4AC12	4	2	15
Supporting infection prevention and control in social care	R/504/2217 CA225	5	3	22
Lead practice in assessing and planning for the needs of families and carers	A/504/2217 CA327	5	3	22
Support people who are providing homes to individuals	R/504/2224 CA229	4	6	40
Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339 CA219	5	6	42
Support the use of assistive technology	H/601/5250 CA298	5	4	31

Unit Title	Unit Number	Level	Credit Value	GL
Assistive Technology				
Support individuals in the use of assistive technology	J/601/3541 CA203	4	4	32
Assessment, implementation and review of assistive technology in social care	L/506/8160 4AC13	4	4	27
Installation, maintenance and removal of assistive technology in social care	H/506/8160 3AC05	3	2	15
Promote rights and values in assistive technology in social care	D/506/8163 3AC06	3	2	17
Promote assistive technology in social care	R/506/8161 4AC14	4	4	29

Unit Title	Unit Number	Level	Credit Value	GL
End of Life				
Understand how to provide support when working in end-of-life care	Y/503/8689 CA155	3	4	33
Understand how to support individuals during the last days of life	J/503/8137 CA7	3	3	28
Support individuals at the end of life	A/616/6580 SFH165	3	6	50
Understand advance care planning	K/616/5778 SFH001	3	3	25
Support individuals during the last days of life	A/616/6045 SFH035	4	5	40

Unit Title	Unit Number	Level	Credit Value	GL
Substance Misuse				
Recognise indications of substance misuse and refer individuals to specialists	L/616/6258 SFH123	3	4	24

Support individuals who are substance users	A/601/0670 CA164	3	7	42
Provide services to those affected by someone else's substance use	M/601/0682 CA166	3	4	24
Increase awareness about drugs, alcohol or other substances with individuals and groups	H/501/0586 CA167	3	7	42
Carry out comprehensive substance misuse assessment	K/501/0587 CA170	3	5	30
Support individuals through detoxification programmes	K/501/0590 CA172	3	3	18

Aim

The content of the Level 4 Diploma in Adult Care has been specified by the sector skills council responsible for the adult care workforce, Skills for Care, in consultation with employers, learning providers and those who use services.

Those working towards achieving a Level 4 Diploma in Adult Care will have, and develop further, specialist skills and knowledge in their area of responsibility which enables them to lead in areas such as assessment or enablement, for instance. Learners will have responsibility for assessing performance and quality of care delivery. Their team members will look to them for inspiration, and they will provide coaching and mentoring to their colleagues.

Learners could work in a variety of settings in adult social care, including but not limited to residential care, domiciliary care or day centres. The qualification would also be suitable for Lead Personal Assistants who work as part of a Personal Assistant team at a senior level.

The primary purpose of the qualification is to confirm occupational competence. The qualification is expected to be a mandatory component of the Lead Practitioner in Adult Care Apprenticeship.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

Target Group

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- Assessments for some of the knowledge units
- Purpose Statement
- Assessment Strategy
- Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within Adult Care at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 5 Diploma in Leadership and Management for Adult Care. It also will allow for a number of progression routes into other areas of learning.

Achievement of the BIIAB Level 4 Diploma in Adult Care may enable the learner to progress into higher level roles such as Adult Care Manager.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Group A Unit Details

Lead communication in adult care settings		
Unit Reference	F/616/8850	
Level	4	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to communicate effectively and the importance of confidentiality.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand communication needs and factors affecting them	1.1	Analyse different models of communication > Transactional analysis > Lasswell's
	1.2	Analyse why individuals communicate
	1.3	Analyse how models of communication can meet the individual's personal needs, wishes and preferences
	1.4	Explain how barriers to communication may be overcome > Physical > Social > Environment > Emotional
	1.5	Analyse the effects on an individual of ineffective communication
	1.6	Explain how independent advocacy can help to meet communication needs and the circumstances in which it might be required

2. Understand how to support the use of assistive technology to enhance communication	2.1	Discuss the role of assistive technology in supporting individuals to communicate
	2.2	Describe types of support that an individual may need in order to use assistive technology
	2.3	Describe the specialist services relating to assistive technology
	2.4	Explain how to ensure that communication equipment is: > Fit for purpose > Correctly set up and working > Able to be used by the individual
3. Be able to interact with individuals	3.1	Work in partnership with the individual and others to identify their preferred methods of communication
	3.2	Use agreed methods of communication to interact with the individual
	3.3	Interact with an individual using: > active listening > reflective listening
	3.4	Monitor the individual's responses during and after the interaction to check the effectiveness of communication
4. Be able to convey information to individuals and others	4.1	Use formats that enable an individual and others to understand the information conveyed
	4.2	Assess an individual's understanding of information conveyed
5. Understand the importance of confidentiality in interactions with individuals	5.1	Analyse legal and ethical tensions between maintaining confidentiality and sharing information
	5.2	Analyse the implications of assistive technology for maintaining confidentiality for the individual

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.2, 1.3, 1.5, 2.1, 2.2, 2.4 Learning Outcomes 3, 4, 5	An **Individual** is someone who requires care or support.
Learning Outcome 2 Assessment Criterion 5.2	**Assistive technology** refers to equipment, electronic systems and digital software or devices designed to augment and assist communication. These may include items such as: > hearing aids > light board display systems > eye tracker systems > speech generation devices > communication apps
Assessment Criterion 3.1 Learning Outcome 4	**Others** may include: > carers > families > friends > care and support workers
Assessment Criterion 4.1	**Formats** may include: > verbal > written > web based > using specific aids > braille > large print

Develop, maintain and use records and reports		
Unit Reference	J/616/8851	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to develop, maintain and use records and reports which meet legal requirements and agreed ways of working.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the legal and organisational requirements for recording information and providing reports	1.1	Specify own responsibilities and those of others when recording information and producing reports
	1.2	Explain the legal requirements and agreed ways of working for the security and confidentiality of information
2. Be able to prepare professional records and reports that meet legal requirements, and agreed ways of working	2.1	Support individuals to participate in the preparation of reports
	2.2	Produce accurate and coherent records and reports that can be understood by those who have a right to see them
	2.3	Maintain accurate, complete, retrievable and up to date records
	2.4	Ensure that records and reports comply with legal and organisational requirements
	2.5	Explain how to balance the tension between confidentiality and openness in records and reports

	2.6	Use information communication technology (ICT) systems for the collection and storage of information
	2.7	Use ICT that supports information exchange within and across disciplines and organisations
3. Be able to use records and reports to inform judgements and decisions	3.1	Clarify the accuracy of records and reports with individuals and others
	3.2	Respond to feedback from those who receive records and reports
	3.3	Demonstrate the use of facts and evidence-based opinions within records and reports
	3.4	Evaluate how own records and reports provide evidence for the basis of judgements and decisions

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

Additional Information	
Assessment Criterion 1.2 Learning Outcome 2	**Agreed ways of working** – policies and procedures where they exist.
Assessment Criteria 2.1, 3.1	An **individual** is someone requiring care or support.
Assessment Criteria 1.1, 3.1	**Others** could include: > Team members and colleagues > Other professionals

Personal development in adult care settings		
Unit Reference	L/616/8852	
Level	4	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge on personal developments in adult care settings.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand what is required for competence in own work role	1.1	Explain the duties and responsibilities of own work role
	1.2	Explain expectations about own work role as expressed in relevant standards
	1.3	Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of own work
	1.4	Explain why competence includes using own behaviour to model person-centred values and practice
2. Be able to reflect on practice	2.1	Explain the cyclical process of reflection
	2.2	Explain the importance of reflective practice in continuously improving the quality of service provided
	2.3	Reflect on day-to-day work practice
3. Be able to evaluate own performance	3.1	Evaluate own knowledge, understanding and performance against relevant standards
	3.2	Use feedback to evaluate own performance and inform development

4. Be able to use reflective practice to contribute to personal development	4.1	Evaluate how learning activities have affected practice
	4.2	Demonstrate how reflective practice has contributed to improved ways of working
	4.3	Record progress in relation to personal development
5. Be able to agree a personal development plan	5.1	Use data and information to plan and review own development
	5.2	Work with others to review and prioritise own: > Learning needs > Professional interests > Development opportunities
	5.3	Work with others to agree own personal development plan
	5.4	Take steps to develop own leadership and mentoring skills
6. Be able to use evidence-based practice	6.1	Analyse how evidence-based practice can be used to inform your practice
	6.2	Apply evidence-based practice in your practice
	6.3	Evaluate use of evidence-based practice in own setting

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

Additional Information	
Assessment Criteria 1.2, 3.1	**Standards** may include: > codes of practice > regulations

	> minimum standards > National Occupational Standards
Learning Outcome 5	A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.
Assessment Criteria 5.2, 5.3	**Others** may include: > service users > the individual > carers > advocates > supervisor, line manager or employer > other professionals
Assessment Criterion 5.1	**Data** may include: > supervision > feedback from internal and external sources > appraisal > regulatory feedback
Assessment Criterion 5.1	**Information** may include: > journals > internet/websites > publications > legislation > professional bodies
Learning Outcome 6	**Evidence based practice** may include: > formal and informal research > good practice

Lead inclusive practice in adult care settings		
Unit Reference	J/616/8865	
Level	4	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge to include, promote and work in a way that supports equality and diversity.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.7)**	
The learner will	**The learner can**	
1. Understand equality, diversity and inclusion	1.1	Summarise current legislation relating to equality
	1.2	Evaluate how legislation, codes of practice and policies and procedures relating to equality and diversity apply to own work role
	1.3	Explain the impact on own practice of: > equality > diversity > inclusion
	1.4	Analyse how barriers to equality impact on individuals
	1.5	Explain the attitudes that may lead to discriminatory behaviour
2. Understand how inclusive practice supports equality and diversity	2.1	Explain how inclusive practice promotes equality and supports diversity
	2.2	Analyse how inclusive practice respects the individual's beliefs, culture, values, preferences and life experience
	2.3	Evaluate principles of inclusive practice

3. Understand how to promote equality, diversity and inclusion	3.1	Explain how to challenge discrimination to promote change
	3.2	Explain how to support others to promote equality, diversity and inclusion
	3.3	Evaluate current systems and processes to identify improvements which support equality, diversity and inclusion
4. Be able to work in a way that supports equality and diversity	4.1	Use person centred approaches to support equality and diversity
	4.2	Work with others to promote equality and diversity
	4.3	Challenge discrimination to promote change
	4.4	Access resources to support equality and diversity practice
	4.5	Disseminate information to others relating to equality and diversity
	4.6	Reflect on own practice in relation to equality and diversity
	4.7	Model behaviour that promotes equality, diversity and inclusion

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.1, 1.2	**Legislation** may include: > Equality Act > Mental Capacity Act

	> Human Rights Act
Assessment Criteria 1.4, 2.2	**Individuals** are adults, young people or children who use services.

Lead health and safety in adult care settings		
Unit Reference	L/616/8866	
Level	4	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge of health and safety in adult care settings and manage risk.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.1)**	
The learner will	**The learner can**	
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1	Describe current legislation relating to health and safety in own work setting
	1.2	Explain health and safety policies and procedures as agreed with the employer in relation to own role
	1.3	Explain the health and safety responsibilities of: > self > the employer or manager > others in the work setting
	1.4	Explain tasks that should not be carried out in own work setting without specialist training
2. Understand how to carry out own responsibilities for health and safety	2.1	Analyse the limits of own role in relation to moving and positioning
	2.2	Analyse own responsibilities with regard to legislation and policy for: > emergency first aid > food safety > fire safety > risk to own safety > risk to safety of others

		> prompting of administration of medication > infection prevention and control > hazardous substances > security
	2.3	Explain procedures to be followed if an accident or sudden illness should occur
	2.4	Explain how to record and report health and safety incidents
	2.5	Show how and when to seek advice about communication
3. Be able to work safely in health and social care settings	3.1	Apply current legislation relating to Health and Safety in own work setting
	3.2	Comply with current guidelines for: > hand hygiene > moving and handling equipment or other objects safely > checking the identity of anyone requesting access to the work setting > maintaining evacuation routes > food safety
	3.3	Complete health and safety records according to legal and work setting requirements
4. Be able to manage risk	4.1	Contribute to development of policies, procedures and practices which identify, assess and manage risk
	4.2	Work with others to assess potential risks
	4.3	Assess how risk-taking impacts on: > individuals > the organisation
	4.4	Work with others to manage risks
	4.5	Evaluate own practice in leading a balanced approach to risk management

5. Be able to support others to work safely in relation to health and safety	5.1	Support others to work safely

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

Additional Information	
Assessment Criteria 1.1, 1.3, 1.4, 3.1, 3.2, 3.3	**Work setting** may include one specific location or range of locations, depending on the context of a particular work role.
Assessment Criterion 1.2	**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.
Learning Outcomes 1, 5 Assessment Criteria 2.2, 4.2, 4.4	**Others** may include team members, other colleagues, those who use or commission their own health and social care services, families, carers and advocates.
Assessment Criterion 1.4	**Tasks** for which special training is required may include use of equipment, first aid, medication, health care procedures, food handling and preparation.

Facilitate person-centred assessment to support well-being		
Unit Reference	R/616/8867	
Level	4	
Credit Value	2	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge to facilitate person-centred assessment to support well-being.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand theories and principles of assessment	1.1	Critically review theoretical models of assessment
	1.2	Review the effectiveness of assessment tools available to support your role
	1.3	Analyse the effect of legislation and policy on assessment processes
	1.4	Explain how assessment practice can impact on individuals' lives
2. Be able to work in partnership with an individual and others to facilitate person centred assessment	2.1	Agree with an individual and others the purpose of the assessment
	2.2	Agree with an individual and others the intended outcomes of the assessment
	2.3	Agree with an individual and others how the assessment should be carried out and who else should be involved
	2.4	Ensure that an individual is supported to carry out self-assessment process
3. Be able to carry out person centred assessment that promotes social, emotional,	3.1	Analyse the interrelationship between factors that support an individual's wellbeing

cultural, spiritual and intellectual wellbeing	3.2	Take account of the strengths and aspirations of an individual in the assessment
	3.3	Work with an individual and others to assess requirements to support wellbeing: > social > emotional > cultural > spiritual > intellectual > economic
	3.4	Record the assessment in an agreed format according to organisational policies and procedures

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

Additional Information	
Whole unit	**Assessment** involves collecting and analysing information about people with the aim of understanding their situation and determining recommendations for any further professional intervention.
Assessment Criterion 1.2	**Assessment tools** may include: > FACE > mental health > learning disability specific > specialist tools for moving and handling, continence, occupation and activities
Assessment Criteria 1.4, 3.1-3.3 Learning Outcomes 2	An **individual** is someone requiring care or support.

Learning Outcome 2 Assessment Criterion 3.3	**Others** may include: > carers > families > friends > care and support workers

Facilitate support planning to ensure positive outcomes for individuals and to support well-being		
Unit Reference	Y/616/8868	
Level	4	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge to develop and facilitate the implementation of support plans in partnership with individuals and others.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**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 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 an individual to make choices over decisions to meet their identified needs, preferences and wishes
	2.2	Assist an individual to make informed choices about their support plan
	2.3	Evaluate risks associated with a support plan
	2.4	Assist an individual to understand the risks associated with the choices they make in their support plan

	2.5	Work in partnership with an 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 technology solutions can be supportive to an individual and others
	3.2	Analyse assistive living technology for an individual in terms of: > benefits > risks > 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: > time > people > budget > compliance with regulators' standards
	5.2	Use systems, procedures and practices that engage an individual and others in the review process according to agreed ways ofworking
	5.3	Review a support plan to include: > feedback from an individual and others > assessed risks

	5.4	Record review process and outcomes according to organisational systems and procedures to support information sharing

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.4, 3.1, 3.2 Learning Outcomes 2, 4, 5	An **individual** is someone who requires care or support.
Assessment Criterion 1.2	**Others** may include: > carers > families > friends > care and support workers
Learning Outcome 3	**Assistive Living Technology** may include: **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

Professional practice in adult care settings		
Unit Reference	D/616/8869	
Level	4	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge and skills required to understand professional practice and address conflicts.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand theories, values, principles and statutory frameworks that underpin practice within health and social care	1.1	Analyse theories that underpin own practice
	1.2	Analyse how statutory frameworks underpin service provision
	1.3	Analyse how values and principles underpin service provision
2. Understand how duty of care contributes to safe practice	2.1	Explain what it means to have a 'duty of care'
	2.2	Analyse how duty of care contributes to: > Safeguarding of individuals > Supporting individuals' rights and choices
3. Understand how to address conflicts that may arise between an individual's rights to choice and control and the duty of care	3.1	Explain why conflicts may arise between the duty of care and an individual's rights
	3.2	Explain how to manage risks associated with conflicts between an individual's rights and the duty of care
	3.3	Describe where to get support and advice about managing conflicts

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

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

Additional Information	
Learning Outcomes 1	**Theories** may include: > human development and growth > identity and self esteem > ageing > loss and change > psychological and sociological perspectives of social issues > discrimination
Learning Outcomes 1, 4	**Values** may include: > individuality > rights > choice > privacy > independence > dignity > respect > partnership

Working in partnership with others		
Unit Reference	R/616/8870	
Level	4	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to be able to work in partnership with colleagues and other professionals.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand partnership working	1.1	Identify the features of effective partnership working
	1.2	Explain the importance of partnership working with > Colleagues > Other professionals > Others
	1.3	Analyse how partnership working delivers better outcomes
	1.4	Explain how to overcome barriers to partnership working
2. Be able to establish and maintain working relationships with colleagues	2.1	Explain own role and responsibilities in working with colleagues
	2.2	Develop and agree common objectives when working with colleagues
	2.3	Evaluate own working relationship with colleagues
	2.4	Deal constructively with any conflict that may arise with colleagues

3. Be able to establish and maintain working relationships with other professionals	3.1	Explain own role and responsibilities in working with other professionals
	3.2	Develop procedures for effective working relationships with other professionals
	3.3	Agree common objectives when working with other professionals within the boundaries of own role and responsibilities
	3.4	Evaluate procedures for working with other professionals
	3.5	Deal constructively with any conflict that may arise with other professionals
4. Be able to work in partnership with others	4.1	Analyse the importance of working in partnership with others
	4.2	Develop procedures for effective working relationships with others
	4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities
	4.4	Evaluate procedures for working with others
	4.5	Deal constructively with any conflict that may arise with others

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

Understand personalisation in care and support services		
Unit Reference	Y/616/8871	
Level	5	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge of personalisation and the systems and processes that support personalisation in social care and support services.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the meaning of personalisation in social care and support services	1.1	Compare the 'professional gift', 'empowerment' and 'rights' models of service provision
	1.2	Define the terms: > Personalised service > Self-commissioned service > Self-directed support > Micro-employer
	1.3	Analyse the features of personalisation within social care and support services
	1.4	Explain why the concept of 'outcomes' is central to personalisation
	1.5	Identify legislative and policy drivers for personalised services
2. Understand the systems and processes that support personalisation	2.1	Describe the impact that personalisation has on the commissioning, funding and delivery of services
	2.2	Compare the roles of direct payments and individual budgets in supporting personalisation

	2.3	Explain the role of brokerage in commissioning and delivering personalised services
	2.4	Describe types of support that individuals or their families might need in order to access personalised services
	2.5	Describe how to challenge discrimination in a way that encourages change
3. Understand where responsibilities lie within self-directed support	3.1	Explain why it is important to know where responsibilities lie for the delivery and quality of self-directed support
	3.2	Analyse what responsibilities are held for the delivery and quality of self-directed support by: > Direct payments recipients > Commissioners > Social workers/care managers
4. Know how to promote personalisation	4.1	Analyse the attitudes, approaches and skills needed in own role to implement personalisation
	4.2	Evaluate the impact of personalisation on own role
	4.3	Propose ways to enhance own contribution to promoting personalization
5. Know how to develop systems and structures for personalisation	5.1	Evaluate how far systems and structures in own organisation have adapted to personalisation
	5.2	Describe ways to improve systems and structures to enhance personalization

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

Additional Information	
Assessment criteria 2.2, 2.4	An **individual** is someone who requires care or support

Understand safeguarding and protection in adult care settings		
Unit Reference	D/616/8872	
Level	3	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	This unit provides the learner with the knowledge to understand safeguarding and protection in adult care settings.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the impact of current legislation for the safeguarding of adults at risk of abuse and neglect	1.1	Explain the current legislative framework that underpins safeguarding of vulnerable adults within own UK Home Nation
	1.2	Explain how current national guidelines and local policies and procedures for safeguarding affect your day-to-day work
	1.3	Explain own responsibilities relating to the current legislative framework with regard to safeguarding
2. Understand how to respond to suspected or alleged abuse	2.1	Describe signs and symptoms associated with the following types of abuse: > Physical abuse > Sexual abuse > Emotional / psychological abuse > Financial abuse > Institutional abuse > Self-neglect > Neglect by others > Discriminatory abuse
	2.2	Explain actions to take if there are suspicions that an individual is being abused

	2.3 2.4	Explain actions to take if an individual alleges that they are being abused Explain how to raise concerns when suspected abuse has been reported but procedure does not appear to have been followed (including "whistleblowing")
3. Understand how to participate in inter-agency, joint or integrated working in order to protect vulnerable adults	3.1 3.2	Explain agreed protocols for working in partnership with other organisations Explain own role in partnership working
4. Understand how to support others in safeguarding	4.1 4.2	Explain how to support others to raise concerns Explain how to support others during the safeguarding process

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

Additional Information	
Learning Outcome 4	**Others** may include: > The individual > Families and carers > Advocates > Supervisor, line manager or employer > Other professionals

Safeguard children and young people who are present in the adult care sector		
Unit Reference	H/616/8873	
Level	4	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with the knowledge to safeguard children and young people in an adult care setting.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand the responsibility to safeguard children and young people who are present in an adult social care work setting	1.1	Explain own responsibility to safeguard children and young people who are present in an adult social care work setting
	1.2	Explain the responsibility of others to safeguard children and young people who are present in an adult social care work setting
2. Be able to develop the understanding of others about safeguarding children and young people	2.1	Access information, advice and support to inform knowledge and practice about safeguarding children and young people
	2.2	Provide information to others on > Indicators of harm, abuse or neglect > Actions that need to be taken where there are safeguarding concerns
3. Understand how to address conflicts and dilemmas associated with safeguarding children and young people	3.1	Analyse conflicts and dilemmas that can occur in relation to safeguarding children and young people present in an adult social care setting
	3.2	Identify actions to take when conflicts and dilemmas about safeguarding arise

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning Outcome 2 must be assessed in a real work environment.

Additional Information	
Assessment Criterion 2.2	**Indicators** may include the signs, symptoms and behaviours associated with harm, abuse or neglect.
Assessment Criterion 2.2	**Safeguarding concerns** will include: > those identified by self > those identified by others > those that are immediate or ongoing concerns

Optional Group B Unit Details

Health

Diabetes Awareness		
Unit Reference	D/503/1839	
Level	3	
Credit Value	6	
Guided Learning (GL)	46	
Unit Summary	This unit provides the learner with the knowledge of Diabetes and the impacts it has on individuals.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.1)**	
The learner will	**The learner can**	
1. Understand diabetes and the associated implications	1.1	Define diabetes
	1.2	Identify prevalence rates for different types of diabetes
	1.3	Describe possible key long-term complications to health as a result of having diabetes
	1.4	Explain what is meant by the term hyperglycaemia
	1.5	Explain what is meant by the term hypoglycaemia
	1.6	Explain the procedure of referring an individual with diabetes to others
2. Know the most common types of diabetes and their causes	2.1	Describe key features of Type 1 diabetes
	2.2	Describe key features of Type 2 diabetes
	2.3	List the most common possible causes of diabetes:

		> Type 1 > Type 2
	2.4	Describe the likely signs and symptoms of diabetes
	2.5	Outline contributing risk factors that may lead to the development of Type 2 diabetes
3. Understand how to implement a person-centred approach when supporting individuals with diabetes	3.1	Define person-centred support
	3.2	Explain the importance of using individualised care plans to support individuals with diabetes
	3.3	Explain the care pathway for the individual with newly diagnosed Type 2 diabetes
	3.4	Explain what self-care skills are
	3.5	Explain how to work with an individual, and or their carer, to optimise self-care skills
	3.6	Explain the importance of supporting individuals to make informed decisions
4. Understand the nutritional needs of individuals with diabetes	4.1	Explain the principles of a balanced diet
	4.2	Analyse how different carbohydrates affect blood glucose level
	4.3	Explain the role of the nutritional plan and how to report any related problems
5. Understand factors relating to an individual's experience of diabetes	5.1	Describe how different individuals may experience living with diabetes
	5.2	Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes

	5.3	Explain how an individual can manage their diabetes through different aspects of their lifestyle
6. Understand the importance of monitoring diabetes	6.1	Explain the importance of accurately measuring blood pressure when supporting individuals with diabetes
	6.2	Identify the normal parameters for blood pressure
	6.3	Explain the purpose of accurate blood glucose monitoring for individuals with diabetes
	6.4	State the normal blood glucose range
	6.5	Explain the purpose of accurate urine monitoring for individuals with diabetes
	6.6	Describe the annual review checks needed to screen for long-term complications
7. Understand the links between diabetes and other conditions	7.1	Explain the links between diabetes and: > Dementia > Depression > Pregnancy

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Provide advice on foot care for individuals with diabetes		
Unit Reference	F/616/6256	
Level	4	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand good practice in diabetic foot care	1.1	Summarise national and local guidelines on diabetes healthcare
	1.2	Describe local referral pathways for foot health
2. Understand the factors affecting foot health in individuals with diabetes	2.1	Explain the causes of diabetes
	2.2	Describe the signs and symptoms of diabetes
	2.3	Identify the risks of diabetes to foot health
	2.4	Explain the importance of footwear to foot health for individuals with diabetes
	2.5	Explain the impact of nutrition, health and physical exercise on an individual with diabetes
	2.6	Explain the treatment options for specific foot disorders often experienced by individuals with diabetes

3. Be able to discuss foot examination results with individuals/carers	3.1	Gain valid consent for carer to be present
	3.2	Use preferred method of communication
	3.3	Maintain privacy throughout the examination
	3.4	Discuss the results of the foot examination with the individual/carer
	3.5	Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests
4. Be able to advise individuals/carers on the management of foot health	4.1	Discuss with the individual/carer the best options for managing foot health
	4.2	Provide written information on foot health to support the individual/carer
5. Be able to complete records	5.1	Update records in line with local policy and protocol
	5.2	Record any actions to be taken by the individual/carer and other members of the care team

Assessment Requirements and Evidence Requirements
This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Treatment options** may include orthotic intervention. **Valid consent** must be in line with agreed UK country definition.

Understand Parkinson's for health and social care staff		
Unit Reference	R/506/6054	
Level	3	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	This unit provides the learner with the knowledge to understand Parkinson's.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand the signs, symptoms and progression of Parkinson's	1.1	Define Parkinson's
	1.2	Explain what causes Parkinson's to develop
	1.3	Describe key symptoms of Parkinson's > motor > non-motor
	1.4	Identify the common age of onset of Parkinson's
	1.5	Describe the typical phases and timeframe of the progression of Parkinson's
	1.6	Identify conditions within Parkinsonism
2. Understand the impacts of Parkinson's on the individual and others	2.1	Describe the impacts on quality of life of: > motor symptoms > non-motor symptoms
	2.2	Explain impacts of Parkinson's on an individual's relationships with others
	2.3	Explain impacts of fluctuations in Parkinson's on an individual and others
3. Understand the processes, procedures, methods,	3.1	Describe the processes, procedures and services involved in diagnosis and referral

techniques and services used to manage Parkinson's	3.2 3.3 3.4 3.5	Describe how to access local, community and statutory agencies, support services and networks appropriate to the individual with Parkinson's Describe methods, practices and possible interventions used to support individuals to manage their symptoms Explain how an individual's preferences are taken into account when supporting them to manage their Parkinson's Explain how challenges in the management of diet and fluids can be overcome
4. Understand the issues associated with Parkinson's medication	4.1 4.2 4.3	Explain the consequences when medication is not taken or given on time Explain the consequences for the individual of common side-effects of Parkinson's medication Describe how to alleviate the side effects of Parkinson's medication
5. Understand communication and cognitive challenges associated with Parkinson's at different stages	5.1 5.2 5.3	Describe the communication and cognitive challenges at different stages of Parkinson's Describe the impact on the individual and others of > Communication challenges > Cognitive challenges Explain how to implement techniques used to address > Communication challenges > Cognitive challenges

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles.

Additional Information	
Learning Outcome 2 Assessment Criteria 3.2-3.4, 4.2, 5.2	An **individual** is someone requiring care or support.
Learning Outcome 2 Assessment Criterion 5.2	**Others** may include: > Carers > Family > Friends > Care and support workers
Learning Outcome 3 Assessment Criterion 5.3	**Techniques** are those designed specifically to support individuals in managing communication and cognition challenges directly associated with Parkinson's, such as cognitive freezing.

Understand Stroke Care Management		
Unit Reference	J/503/7165	
Level	3	
Credit Value	4	
Guided Learning (GL)	36	
Unit Summary	This unit provides the learner with the knowledge to support individuals to manage all the impacts of a stroke.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand how to support individuals to manage stroke according to legislation, policy and guidance	1.1	Summarise current legislation, policy and guidance related to supporting individuals with stroke
	1.2	Explain what current best practice is in the initial stages of stroke care management
	1.3	Explain how an individual could be encouraged to review their lifestyle and promote their own health and well-being
	1.4	Describe the potential implications of mental capacity for an individual following a stroke
2. Understand specific communication factors affecting individuals following a stroke	2.1	Evaluate the effects of stroke on the brain in relation to the ability to communicate
	2.2	Describe a range of common communication methods and aids to support individuals affected by a stroke
	2.3	Analyse methods of facilitating communication using supported conversation techniques

	2.4	Identify any pre-existing illnesses or disabilities that need to be taken into account when addressing communication
	2.5	Describe the effects on the individual of experiencing communication difficulties
	2.6	Identify additional agencies and resources to support with communication needs
3. Understand changing physical needs of individuals affected by stroke	3.1	Describe the changes in the brain of an individual affected by a stroke
	3.2	Describe the physical effects of stroke on an individual
	3.3	Explain the impact a stroke may have on swallowing and nutrition
	3.4	Describe the possible effects of stroke on sensory ability
	3.5	Analyse the fluctuating nature of effects of stroke on an individual
4. Understand the impact of the effects of stroke on daily living	4.1	Explain the use of daily activities to promote recovery and independence
	4.2	Explain the importance of repetition to promote recovery
	4.3	Identify the effects of fatigue in stroke rehabilitation
	4.4	Describe the implication of stroke on lifestyle
5. Understand the associated complications for an individual with stroke	5.1	Explain the psychological and emotional effects on the individual with stroke
	5.2	Describe the cognitive needs of the individual with stroke
	5.3	Describe the health needs that may be associated with stroke

6. Understand the importance of adopting a person centred approach in stroke care management	6.1	Explain how person-centred values must influence all aspects of stroke care management
	6.2	Explain the importance of working in partnership with others to support care management
	6.3	Describe the importance of working in ways that promote active participation in stroke care management

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand sensory loss		
Unit Reference	M/601/3467	
Level	3	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge of sensory loss.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact individuals with sensory loss
	1.2	Analyse how societal attitudes and beliefs impact individuals with sensory loss
	1.3	Explore how a range of factors, societal attitudes and beliefs impact service provision
2. Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: > Sight loss > Hearing loss > Deaf blindness
	2.2	Describe how the environment facilitates effective communication for people with sensory loss
	2.3	Explain how effective communication may have a positive impact on lives on individuals with sensory loss
3. Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss
	3.2	Define congenital sensory loss and acquired sensory loss Identify the

		demographic factors that influence the incidence of sensory loss in the population
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: > Sight loss > Hearing loss > Deaf blindness
	4.2	Explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status
	4.3	Identify sources of support for those who may be experiencing onset of sensory loss

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Social workers in Wales taking the BIIAB Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland must take this unit. Health workers in Wales and all workers in Northern Ireland are not required to take this unit.	
Assessment Criteria 1.1-1.2, 2.2-2.3, 3.1-3.3, 4.2-4.3	**Sensory loss** could include: > sight loss > hearing loss > deaf blindness
Assessment Criteria 1.1, 1.3, 3.3	**Factors** could include: > communication > information > familiar layouts and routines > mobility

Promote awareness of sensory loss		
Unit Reference	M/601/5249	
Level	5	
Credit Value	3	
Guided Learning (GL)	19	
Unit Summary	This unit provides the learner with the knowledge to promote awareness of sensory loss.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand how to raise awareness of sensory loss	1.1	Identify methods for raising awareness of sensory loss
	1.2	Explain how different agencies can provide opportunities to raise awareness
2. Be able to raise awareness of sensory loss	2.1	Select and agree actions with the individual and/or others to promote awareness of sensory loss
	2.2	Support others to carry out the agreed actions
3. Be able to review action to promote awareness of sensory loss	3.1	Review the outcomes of awareness raising in relation to > individuals with sensory loss > own work > partnership work
	3.2	Review the effectiveness of agreed ways of working in relation to awareness raising
	3.3	Provide feedback on the effectiveness of an awareness raising activity

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criteria 1.1, 2.1, 3.1	**Sensory loss** could include: > Sight loss > Hearing loss > Deaf blindness
Assessment Criteria 2.1-2.2	**Others** could include: > Other professionals > Carers / family members > Advocates > Colleagues

Support individuals with sensory loss with communication		
Unit Reference	M/601/5252	
Level	5	
Credit Value	5	
Guided Learning (GL)	37	
Unit Summary	This unit provides the learner with the knowledge to support individuals with sensory loss with communication.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Understand language development	1.1	Explain the difference between language and communication
	1.2	Analyse the relationship between culture and language
	1.3	Explain how an understanding of language and communication informs practice
2. Understand factors that affect the language and communication of an individual with sensory loss	2.1	Compare and contrast the impact of congenital and acquired sensory loss on > communication > language
	2.2	Explain the potential impacts of a deteriorating condition on an individual's communication
3. Understand the complexities of specialist communication systems	3.1	Identify when specialist communication systems may be used
	3.2	Evaluate the strengths and weakness of specialist communication systems
4. Be able to support the individual with communication	4.1	Evaluate the suitability of a range of communication methods to meet the needs of the individual

	4.2 4.3	Demonstrate a range of suitable communication methods to the individual and/or others Adapt communication methods according to need and context
5. Be able to support others to make use of specialist communication	5.1 5.2	Advise others about specialist communication Support others to make use of specialist communication with the individual
6. Review communication work	6.1	Review how communication support to individuals meets identified needs in relation to > Own work > Agreed ways of working > Work with others

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 2.1	**Sensory loss** could include: > Sight loss > Hearing loss > Deaf blindness
Assessment Criteria 4.2, 5.1, 5.2, 6.2	**Others** could include: > Other professionals > Carers / family members > Advocates > Colleagues

Support individuals with multiple conditions and/or disabilities		
Unit Reference	T/601/5253	
Level	5	
Credit Value	5	
Guided Learning (GL)	34	
Unit Summary	This unit provides the learner with the knowledge to support, develop and review individuals with multiple conditions and/or disabilities.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the implications of multiple conditions and/or disabilities for the individual	1.1	Explain the correlation between conditions and > disability > gender > age > ethnicity > socio-economic status
	1.2	Explain how multiple conditions and/or disabilities can impact the individual
	1.3	Make recommendations for modifications to service delivery that can result in improved outcomes for individuals with multiple conditions and/or disabilities
2. Be able to support an individual with multiple conditions and/or disabilities	2.1	Work collaboratively with the individual and/or others to support the individual
	2.2	Provide advice and expertise to support the assessment and/or referral of an individual with multiple conditions and/or disabilities
	2.3	Use referral processes to secure services for the individual

3. Be able to develop others to support the individual with multiple conditions and/or disabilities	3.1 3.2	Advise and inform others about the implications of multiple conditions Devise strategies to improve the practice of others > at an individual level > at an organisational level
4. Be able to review service provision in respect of individuals with multiple conditions and/or disabilities	4.1 4.2 4.3	Reflect on own role in relation to providing a service for individuals with multiple conditions and/or disabilities Evaluate, with others, the extent to which provision meets the needs of individuals with multiple conditions and/or disabilities Implement actions agreed as a result of evaluation within own role

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.2, 1.3, 2.2, 3.1, 4.1, 4.2	**Multiple conditions and/or disabilities** could include a combination of factors relating to: > sensory loss > physical health > mental health > physical disability > learning difficulty/disability > emotional health
Assessment Criteria 2.1, 3.1, 3.2, 4.2	**Others** could include: > Other professionals > Carers / family members > Advocates > Colleagues

Support individuals to manage dysphagia		
Unit Reference	A/616/6255	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia
	1.2	Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing
	1.3	Describe the types of activities to compensate, support development or maintenance of swallowing ability
2. Understand how dysphagia affects individuals	2.1	Describe the main clinical causes of dysphagia
	2.2	Outline how to recognise the main types of dysphagia
	2.3	Identify major risks and secondary difficulties associated with dysphagia
	2.4	Describe the anatomy and physiology relevant to maintaining a safe swallow
	2.5	Explain how an individual's ability to swallow is affected by:

		> sensory impairment > physical impairment > neurological impairment > cognitive impairment > previous experiences of oral feeding > age
	2.6	Explain how to provide a suitable environment for affected individuals
3. Know the importance of nutritional intake for individuals with dysphagia	3.1	Describe the impact of dysphagia on oral intake and nutrition for an individual
	3.2	Describe safe practices with regard to preparing oral intake
	3.3	Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia
	3.4	Explain how to implement feeding techniques within scope of own role
	3.5	Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1	Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme
	4.2	Explain the skill development activities to the individual or carer
	4.3	Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
	4.4	Provide oral intake in the consistency and appearance outlined in the individual's care programme

	4.5	Provide the individual with sufficient time to practice newly developed skills
	4.6	Provide the individual or carer with information and advice in regards to management, as instructed by the specialist
	4.7	Carry out therapeutic feeding activities with dysphagic individuals under direction
	4.8	Assist others in the development of: > optimal feeding strategies > modelling and reinforcing strategies recommended by a Speech and Language Therapist
5. Be able to provide information to colleagues regarding individuals' treatment	5.1	Update records regarding the support provided, in line with local policy and protocol
	5.2	Provide feedback to the individual's therapist and care team to aid future care planning

Assessment Requirements and Evidence Requirements
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.

Additional Information
Dysphagia includes eating, drinking and swallowing difficulties. **Individuals** can be adults, children and young people or older people. **Valid consent** must be in line with agreed UK country definition. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Others may include:

- Team members
- Other colleagues
- Families, carers and advocates

Dementia

Understand the process and experience of dementia		
Unit Reference	L/616/6079	
Level	3	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome
	1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow up to diagnosis
	2.2	Explain the importance of recording possible signs or symptoms of dementia in

		an individual in line with agreed ways of working
	2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4	Describe the possible impact of receiving a diagnosis of dementia on: > the individual > their family and friends
3. Understand how dementia care must be underpinned by a person centred approach	3.1	Compare a person centred and a non-person centred approach to dementia care
	3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4	Describe ways in which individuals and carers can be supported to overcome their fears

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

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

Understand the administration of medication to individuals with dementia using a person centred approach		
Unit Reference	K/601/9199	
Level	3	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge of medications used for dementia.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.2)**	
The learner will	**The learner can**	
1. Understand the common medications available to, and appropriate for, individuals with dementia	1.1	Outline the most common medications used to treat symptoms of dementia
	1.2	Describe how commonly used medications affect individuals with dementia
	1.3	Explain the risks and benefits of anti-psychotic medication for individuals with dementia
	1.4	Explain the importance of reporting side effects/adverse reactions to medication
	1.5	Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain
2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication	2.1	Describe person-centred ways of administering medicines whilst adhering to administration instructions
	2.2	Explain the importance of advocating for an individual with dementia who may be prescribed medication

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 2.1	**Administering**, for example > Fitting with the routines of the individual > Meeting the preferences of the individual (tablets/solutions) > Enabling techniques > Self-administration

Understand the roles of communication and interactions with individuals who have dementia		
Unit Reference	L/601/3539	
Level	3	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	The unit provides the learner with the knowledge for communicating and interacting with individuals with dementia.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand that individuals with dementia may communicate in different ways	1.1	Explain how individuals with dementia may communicate through their behaviour
	1.2	Give examples of how carers and others may misinterpret communication
	1.3	Explain the importance of effective communication to an individual with dementia
	1.4	Describe how different forms of dementia may affect the way an individual communicates
2. Understand the importance of positive interactions with individuals with dementia	2.1	Give examples of positive interactions with individuals who have dementia
	2.2	Explain how positive interactions with individuals who have dementia can contribute to their well-being
	2.3	Explain the importance of involving individuals with dementia in a range of activities
	2.4	Compare a reality orientation approach to interactions with a validation approach

3. Understand the factors which can affect interactions and communication of individuals with dementia	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
	3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills
	3.3	Describe how the environment might affect an individual with dementia
	3.4	Describe how the behaviour of carers or others might affect an individual with dementia
	3.5	Explain how the use of language can hinder positive interactions and communication

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.2 and 3.4	**Others,** for example: > Care worker > Colleagues > Manager > Social worker > Occupational therapist > Physiotherapist > Pharmacist > Nurse > Psychologist > Admiral nurses > Independent mental capacity advocate > Community psychiatric nurse > Dementia care advisers > Advocate

	> Support groups
Assessment Criterion 1.2 and 3.4	**Carers,** for example: > Partner > Family > Friends > Neighbours
Assessment Criterion 2.2	**Wellbeing** > Sense of hope > Confidence > Self-esteem > Physical health Evidenced in wellbeing indicators: > Can communicate wants, needs and choices > Makes contact with other people > Shows warmth and affection > Shows pleasure or enjoyment > Alertness, responsiveness > Uses remaining abilities > Expresses self creatively > Is cooperative or helpful > Responds appropriately to people > Expresses appropriate emotions > Relaxed posture or body language > Sense of humour > Sense of purpose > Signs of self-respect
Assessment Criterion 2.4	**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.
Assessment Criterion 2.4	**Validation approach** Using non-judgemental acceptance and empathy to show the individual that their expressed

	feelings are valid. Focusing on the feelings rather than the content of speech.

Mental Health

Awareness of the Mental Capacity Act 2005		
Unit Reference	R/616/6200	
Level	3	
Credit Value	3	
Guided Learning (GL)	28	
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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the importance of the Mental Capacity Act 2005	1.1	Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
	1.2	Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves
	1.3	Explain how the Mental Capacity Act 2005: > empowers people to make decisions for themselves > protects people who lack capacity by placing them at the heart of the decision-making process
	1.4	Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves

2. Understand the key elements of the Mental Capacity Act 2005	2.1	Define the five statutory principles included in the Mental Capacity Act 2005
	2.2	Identify local and organisational policies relevant to the prevention and control of infection
	2.3	Describe when a worker must comply with the Mental Capacity Act 2005
	2.4	Explain 'capacity' as defined in the Mental Capacity Act 2005
	2.5	Explain 'best interests' as defined in the Mental Capacity Act 2005
	2.6	Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'
	2.7	Identify whose responsibility it is to assess 'capacity' and 'best interests'
	2.8	Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
	2.9	Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed
	2.10	Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1	Identify the range of actions that amount to restraint
	3.2	Identify the factors which make restraint lawful under the Mental Capacity Act 2005
	3.3	Describe the circumstances where the restrictions or restraint being used

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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information
Best interests – when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5) **Deprived of their liberty** – Mental Capacity Act Code of Practice (Chapter 6)

Understand the impact of Acquired Brain Injury on individuals		
Unit Reference	Y/601/6167	
Level	3	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to the impact of needs of acquired brain injury on individuals.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand Acquired Brain Injury	1.1	Define Acquired Brain Injury
	1.2	Describe possible causes of Acquired Brain Injury
	1.3	Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
	1.4	Describe brain injuries that are > mild > moderate > severe
2. Understand the impact on individuals of Acquired Brain Injury	2.1	Discuss initial effects of Acquired Brain Injury on the individual
	2.2	Explain the long-term effects of Acquired Brain Injury to include > physical > functional > cognitive > behavioural effects
	2.3	Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers

3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria
	3.2	Explain the effects of dysphasia and dysarthria on communication
	3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria
	3.4	Evaluate different intervention strategies and assistive tools that support communication
4. Understand the impact that personality changes can have on an individual and those providing support	4.1	Explain the impact of personality changes on the individual
	4.2	Explain the impact of personality changes on those caring for the individual
	4.3	Explain how lack of self-awareness/insight may affect the individual
	4.4	Explain the skills needed to support the individual and family/carers to come to terms with personality changes
5. Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging
	5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
	5.3	Explain measures that should be taken to manage the risk from challenging behaviour
	5.4	Explain the process for reporting and referring challenging behaviour

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criteria 2.1, 2.3, 3.3, 4.1-4.4, 5.2	The **individual** is the person requiring support. An advocate may need to act on behalf of an individual.
Assessment Criterion 2.2	**Functional** – relates to the individual's ability to carry out day-to-day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration and motivation for doing tasks.
Assessment Criterion 2.3	**Concepts of loss** – consider stages of grief as outlined by Elizabeth Kublar Ross and Warden.
Assessment Criteria 4.1, 4.2, 4.4	**Personality Changes:** > irritability > disinhibited behaviour > frustration > loss of social skills > lack of self-awareness
Assessment Criterion 4.3	**Self-Awareness** – ability to understand the impact of behaviour on others.
Assessment Criteria 2.3, 4.4	**Carers:** > spouse/partner > child > parent > sibling > friend
Assessment Criteria 5.3-5.4	**Challenging behaviour:** > physical attack > threatening language > sexual disinhibition
Assessment Criteria 5.3	**Measures** – actions required to manage risk e.g.:

	> policies > supervision > support from colleagues > make a risk-assessment > risk-management plan

Identify the physical health needs of individuals with mental health needs and plan appropriate actions		
Unit Reference	A/601/9174	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to identify the physical health needs of individuals, carry out assessments, record outcomes and plan appropriate actions.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand how to assess the physical health needs of individuals with mental health needs	1.1	Analyse how physical and mental health needs may be linked and may impact on one another
	1.2	Describe needs-led assessment and person-centred planning
	1.3	Describe legislation, policies and procedures that apply to the assessment process
2. Be able to carry out assessments of the physical health needs of individuals with mental health needs	2.1	Obtain valid consent
	2.2	Carry out an assessment of an individual's physical health needs in line with agreed ways of working
	2.3	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	2.4	Explain why it is important to consider all information gathered during the assessment process as a whole

	2.5	Identify where the outcomes of the assessment require further advice, investigation or referral
3. Be able to record the outcome of assessments	3.1	Record assessments in line with agreed ways of working
	3.2	Explain why agreement on sharing of information with others may conflict with the wishes of the individual
	3.3	Discuss the content of the assessment records with the individual
4. Be able to plan actions needed following physical health assessments	4.1	Describe the actions that could be taken to meet the individual's needs identified by the assessment
	4.2	Identify the risks attached to various courses of action
	4.3	Plan actions to be taken in line with agreed ways of working
5. Be able to identify resources and services needed by individuals following physical health assessments	5.1	Identify the resources and/or services required by the individual as a result of the assessment
	5.2	Give an example of a situation where an individual's needs should be met even when it is difficult to secure resources
6. Be able to make referrals	6.1	Obtain and record valid consent where referral is required
	6.2	Make referrals in line with agreed ways of working
	6.3	Describe why a referral may be refused

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

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

Additional Information	
Assessment Criteria 2.1, 6.1	**Valid consent** must be in line with agreed UK country definition.
Assessment Criteria 2.2, 3.1, 4.3, 6.3	**Agreed ways of working** will include policies and procedures where these exist.

Enable individuals with mental health problems to develop alternative coping strategies		
Unit Reference	D/616/6281	
Level	4	
Credit Value	4	
Guided Learning (GL)	16	
Unit Summary	This unit aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the legal, service and social context of work with individuals in relation to their behaviour	1.1	Explain how the practice of working with individuals in relation to their behaviour is affected by: > the purpose of the service provider > the priorities of the service provider > legislation
	1.2	Explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour
	1.3	Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable
	1.4	Describe the sources of support available
	1.5	Identify the range of sources of information about an individual
	1.6	Explain how to assess and manage risks to own and others' safety

	1.7	Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others
2. Be able to gather and use relevant information to explore behavioural responses	2.1	Review information from a range of sources about the individual's background, circumstances, behaviour and needs
	2.2	Use strategies to establish a positive working relationship with the individual
	2.3	Review information to confirm whether it provides an accurate basis on which to explore behavioural responses
	2.4	Support the individual to identify patterns of behaviour that have a negative impact on themselves and others
	2.5	Support the individual to recognise the impact of their behaviour on themselves and others
	2.6	Support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others
	2.7	Support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others
	2.8	Recognise limitations of own role and the point at which you need to seek further support
3. Be able to work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact	3.1	Support the individual to identify patterns of behaviour that they are willing to change
	3.2	Produce a plan in partnership with the individual
	3.3	Produce a record of what has been agreed with the individual

4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact	4.1	Conduct reviews according to the individual's needs and the nature of the behaviour
	4.2	Support the individual and significant others to evaluate the effectiveness of the strategy
	4.3	Produce a record of the review
	4.4	Communicate the results of the review to all those who have a right and need to receive them

Assessment Requirements and Evidence Requirements

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

Additional Information

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

Strategies for changing patterns of behaviour could include:

- Cognitive Behavioural Therapy (CBT)
- Motivational Interviewing
- E-health interventions
- Neuro-linguistic programming (NLP)
- Dialectic Behavioural Therapy (DBT)
- Psychodynamic therapy
- Family therapy or family systems therapy

Significant Others may include:

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

Learning Disabilities

Understand how to support individuals with autistic spectrum conditions		
Unit Reference	T/601/5317	
Level	3	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to support individuals with an autistic spectrum condition.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.7)**	
The learner will	**The learner can**	
1. Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
	1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments"
	1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
	1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	1.5	Describe other conditions that may be associated with the autistic spectrum
	1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum

2. Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
	2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
	2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families
	2.4	Describe ways of helping an individual and/or their/parent/carer/siblings/partner to understand their autistic spectrum condition
3. Understand different theories and concepts about autism	3.1	Explain theories about autism related to > brain function and genetics > psychology
	3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum
	3.3	Describe the strengths and limitations of different types of terminology
	3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
	3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
	3.6	Explain why it is important to take into account individual differences in views of

		what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
4. Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1 4.2 4.3	Identify what legislation and national and local policy and guidance exists Explain what individuals or situations the legislation, national and local policy and guidance applies to Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5. Understand how to achieve effective communication with individuals with an autistic spectrum condition	5.1 5.2 5.3	Give examples of how "challenging behaviour" can be a way of expressing emotions where there are communication differences Describe methods and systems used to develop and support an individual's communication Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
6. Understand how to support individuals with an autistic spectrum condition	6.1 6.2 6.3	Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs Explain why consultation with families/parents/carers is important in person-centred planning and support Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills

	6.4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
	6.5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
	6.6	Explain how needs change for individuals and their families at different stages of their lives
	6.7	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Whole unit	The terminology chosen to describe the autistic spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorder (ASD). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASD in this context.
Assessment Criteria 1.1, 1.3, 1.4, 1.6, 2.1-2.4, 3.4, 3.6, 4.2, 4.3, 5.2, 6.1, 6.3, 6.5-6.7	An **individual** is someone requiring care or support.

Assessment Criterion 6.1	**Specific preferences and needs** – includes routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc.
Assessment Criterion 6.5	**Harm** may include: being taken advantage of because of lack of social understanding; violating the law without realising they are doing something harmful; abuse; extreme anxiety etc.

Support individuals with autistic spectrum conditions		
Unit Reference	M/504/2196	
Level	3	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge support individuals with autistic spectrum conditions.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.6)**	
The learner will	**The learner can**	
1. Understand legislative frameworks that relate to individuals with autistic spectrum conditions	1.1	Outline the legislative frameworks that relate to an individual with autistic spectrum condition
	1.2	Analyse how legislative frameworks underpin the development of services for individuals with autistic spectrum condition
2. Understand the main characteristics of autistic spectrum conditions	2.1	Outline a range of theories on autistic spectrum condition
	2.2	Explain the characteristics of autistic spectrum conditions
	2.3	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
	2.4	Describe other conditions that may be associated with the autistic spectrum
	2.5	Describe how language and intellectual abilities vary across the autistic spectrum

3. Be able to support individuals with autistic spectrum conditions	3.1	Describe an individual's experience of the autistic spectrum condition and its characteristics
	3.2	Support an individual to understand the impact of their autistic condition on themselves and others
	3.3	Encourage an individual to recognise the strengths of their characteristics
	3.4	Support an individual with an autistic spectrum condition to develop their personal skills
	3.5	Support an individual and others to develop strategies for dealing with the impact of an autistic spectrum condition
4. Be able to support individuals with autistic spectrum condition with verbal and non-verbal communication	4.1	Identify specific methods of communication for an individual
	4.2	Use specific methods of communication to support interactions with an individual
	4.3	Ascertain patterns of behaviour associated with an individual's autistic spectrum condition
	4.4	Support an individual in ways that recognise the significance and meaning of their behaviour
5. Be able to support individuals with transitions and change	5.1	Support an individual with autistic spectrum condition to make transitions
	5.2	Work with an individual and others to recognise routines that are important to the individual
	5.3	Support an individual during changes to their routines
	5.4	Enable an individual to use routines to make sense and order of their daily life

	5.5	Recognise how to make adaptations to the physical sensory environment to: > Reduce sensory overload > Increase sensory simulation
	5.6	Work with an individual and others to develop strategies that help them manage their physical and sensory environment

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Promote access to healthcare for individuals with learning disabilities		
Unit Reference	J/601/5645	
Level	5	
Credit Value	6	
Guided Learning (GL)	44	
Unit Summary	This unit provides the learner with the knowledge to provide support and good practice to access to healthcare for individuals with learning disabilities.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand issues related to access to healthcare services for individuals with learning disabilities	1.1	Explain the rights-based approach to accessing healthcare services
	1.2	Identify inequalities in access to healthcare services in different sections of the population
	1.3	Analyse how different investigations, inquiries and reports have demonstrated the need for improved access and services for individuals with learning disabilities
	1.4	Describe the impact of legislation, policy or guidance underpinning the need for healthcare services to enable access to individuals with a learning disability
	1.5	Analyse how legislation, policy or guidance on capacity and consent should be used with regards to individuals considering and receiving treatment
2. Understand the healthcare needs that may affect individuals with learning disabilities	2.1	Analyse trends of healthcare needs among individuals with learning disabilities

	2.2	Explain systematic approaches that may support better health and healthcare for individuals with a learning disability
	2.3	Research the difficulties in diagnosing some health conditions in individuals with a learning disability
3. Understand good practice in supporting people with a learning disability to access healthcare services	3.1	Analyse the effectiveness of existing communication systems and practices in supporting individuals to meet their healthcare needs
	3.2	Evaluate different ways of working in partnership to support individuals to meet their healthcare needs
	3.3	Explain how to promote access to healthcare through the use of reasonable adjustments
	3.4	Analyse the rights of others significant to the individual to be involved in planning healthcare services
4. Understand how to support others to develop, implement, monitor and review plans for healthcare	4.1	Explain how to champion a person-centred focus to the healthcare planning process
	4.2	Explain factors to consider when supporting others to develop and implement plans for healthcare
	4.3	Explain how to support others to monitor and review plans for healthcare
	4.4	Explain how to challenge healthcare providers and services when required to advocate with or on behalf of individuals
	4.5	Explain how to support others to raise concerns and challenge healthcare services
5. Be able to develop processes to support others to meet the healthcare	5.1	Develop a person-centred strategy to underpin work with an individual to identify and meet their healthcare needs

needs of individuals with a learning disability	5.2 5.3 5.4	Develop systems to support others to work across a range of healthcare services to meet the health needs of individuals with a learning disability Ensure systems are used by others in meeting the healthcare needs of individuals Evaluate the impact of systems in meeting individuals' healthcare needs
6. Be able to promote good practice to others in their support of individuals with learning disabilities accessing healthcare	6.1 6.2 6.3 6.4	Promote effective use of communication methods to enable individuals to understand their healthcare needs and what options are available to them Promote partnership working to meet the healthcare needs of individuals with learning disabilities Promote awareness of the use of reasonable adjustments to enable individuals with learning disabilities to access healthcare services Ensure the appropriate involvement of others significant to the individual in planning and delivering healthcare

Assessment Requirements and Evidence Requirements

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

Learners must have opportunities to support individuals with learning disabilities to access a range of healthcare services and manage other workers in the process.

Learning Outcomes 5 and 6 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 1.4-1.5	**Legislation, policy or guidance** – relevant to the appropriate UK country. This may include codes of practice.
Assessment Criteria 3.4, 4.2, 4.3. 4.5, 5.2, 5.3, 6.4	**Others** may include: > the individual > colleagues > families or carers > friends > other professionals > members of the public > advocates
Assessment Criteria 4.2, 4.3	**Plans for healthcare** – In England this refers to/should include Health Action Plans.
Assessment Criteria 2.1, 3.1, 3.2, 5.1, 5.3, 5.4, 6.1, 6.2	**Healthcare needs** – includes: medication, regular check-ups etc.

Promote good practice in the support of individuals with autistic spectrum conditions		
Unit Reference	A/601/5318	
Level	5	
Credit Value	7	
Guided Learning (GL)	53	
Unit Summary	This unit provides the learner with the knowledge to promote good practice in the support of individuals with autistic spectrum conditions.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand how the different and evolving theories about autism reflect the complexity of autistic spectrum conditions	1.1	Analyse the defining features of autistic spectrum conditions and the impact on practice
	1.2	Evaluate the shift from the categorical view to the spectrum view of autism, with reference to different conditions on the autistic spectrum
	1.3	Identify the implications for practice of controversies concerning the search for cures and interventions for autistic spectrum conditions
	1.4	Review historical and current perspectives on the causes of autism
	1.5	Explain the importance of a person centred approach, focussing on the individual not the diagnosis
	1.6	Analyse how the stereotyped views and prejudice of others impact on the lives of individuals with an autistic spectrum condition

2. Understand the implications of the legal and policy framework underpinning the support of individuals with autistic spectrum conditions	2.1	Identify the legislation and national and local policies and guidance relevant to the support of individuals with autistic spectrum conditions
	2.2	Explain the applicability of legislation, policies and guidance to people, services or situations
	2.3	Explain the impact of legislation, policies and guidance on the provision of services
	2.4	Explain the influence of autism advocacy groups in highlighting shortcomings in legislation/policy/guidance and in pressing for change
3. Be able to promote good practice in the support of individuals with an autistic spectrum condition	3.1	Enable workers to apply different approaches, interventions and strategies according to the individual's needs and wishes identified in their person centred support plan
	3.2	Develop practice guidance to maximize consistency and stability in the environment
	3.3	Ensure use of structured activities to optimise individuals' learning
	3.4	Demonstrate ways of supporting others to minimise the vulnerability of individuals with autistic spectrum conditions
	3.5	Implement strategies which support others to apply, monitor and review positive behaviour support with individual
	3.6	Support others to work in partnership with parents and/or other informal carers or support networks
	3.7	Evaluate working practices and strategies in order to maintain good practice and recommend changes

4. Be able to promote to others positive communication strategies for individuals with an autistic spectrum condition	4.1	Analyse the implications for practice of the link between behaviour and communication
	4.2	Develop strategies to support others to understand the link between behaviour and communication
	4.3	Liaise with family/carers and relevant professionals involved with individuals to maximise the effectiveness of communication
	4.4	Support others to implement alternative and augmented communication systems which enable individuals to communicate effectively with those around them
5. Be able to implement strategies to support individuals with an autistic spectrum condition to manage their sensory world	5.1	Explain the types of sensory and perceptual difficulties that many individuals with an autistic spectrum condition experience
	5.2	Develop, with appropriate professional support, a sensory management strategy
	5.3	Implement a sensory management strategy to meet the needs of individuals who have problems with sensory processing
	5.4	Create environments which prevent sensory overload or increase sensory stimulation, depending on the needs of the individual

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 3, 4 and 5 must be assessed in a real work environment.

Additional Information	
The terminology chosen to describe the Autistic Spectrum in this unit is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorders (ASDs). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASDs in this context.	
Assessment Criteria 1.5-1.6, 2.1, 3.1, 3.4-3.6, 4.3-4.4, 5.1, 5.3-5.4	An **individual** is someone requiring care or support.
Assessment Criterion 3.1	**Different approaches** should include multi-agency approaches.
Assessment Criterion 3.5	**Vulnerability** covers areas such as: being exploited or abused; violating the law without realising s/he is doing something harmful; being the victim of cyber-bullying.
Assessment Criteria 3.6, 4.1-4.2	**Behaviour** includes non-verbal communication and behaviour that can present challenges.
Assessment Criterion 4.3	**Relevant Professionals** can include: > speech and language professionals > psychologists > specialist nurses

Management

Understand how to manage a team		
Unit Reference	D/602/3170	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the basic knowledge to support and manage a team.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the attributes of effective team performance	1.1	Define the key features of effective team performance
	1.2	Compare the models used to link individual roles and development with team performance
2. Know how to support team development	2.1	Analyse the stages of team development
	2.2	Identify barriers to success and how these can be overcome
	2.3	Analyse the effect group norms may have on team development
	2.4	Differentiate between beneficial conflict and destructive conflict in teams
	2.5	Evaluate methods of dealing with conflict within a team
	2.6	Compare methods of developing and establishing trust and accountability within a team

3. Know how to promote shared purpose within a team	3.1 3.2	Evaluate ways of promoting a shared vision within a team Review approaches that encourage sharing of skills and knowledge between team members
4. Know how to promote a 'no-blame culture' within a team	4.1 4.2 4.3 4.4	Define the meaning of a 'no blame culture' Evaluate the benefits of a 'no blame culture' Describe how systems and processes can be used to support a no blame culture Describe strategies for managing risks associated with a no blame culture
5. Understand different styles of leadership and management	5.1 5.2	Compare different styles of leadership and management Reflect on adjustments to own leadership and management style that may be required in different circumstances

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment criterion 1.2	**Models** may include: > Team development activities > Induction into a new team
Assessment criterion 3.2	**Approaches** may include groups such as quality circles.

Understanding professional supervision practice		
Unit Reference	H/602/3185	
Level	4	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the basic knowledge of professional supervision practice.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Understand the purpose of supervision	1.1	Evaluate theoretical approaches to professional supervision
	1.2	Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision
2. Understand how the principles of supervision can be used to inform performance management	2.1	Explain key principles of effective professional supervision
	2.2	Analyse the importance of managing performance in relation to > governance > safeguarding > key learning from critical reviews and inquiries
3. Understand how to support individuals through professional supervision	3.1	Analyse the concept of anti oppressive practice in professional supervision
	3.2	Explain methods to assist individuals to deal with challenging situations
	3.3	Explain how conflict may arise within professional supervision
	3.4	Describe how conflict can be managed within professional supervision

4. Understand how professional supervision supports performance	4.1	Explain the responsibility of the supervisor in setting clear targets and performance indicators
	4.2	Explain the performance management cycle
	4.3	Compare methods that can be used to measure performance
	4.4	Describe the indicators of poor performance
	4.5	Explain how constructive feedback can be used to improve performance
	4.6	Evaluate the use of performance management towards the achievement of objectives

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand professional management and leadership in health and social care or children and young people's settings		
Unit Reference	F/504/2218	
Level	5	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	This unit provides the learner with the knowledge of understanding the skills and impact of professional management and leadership in health and social care or children and young people's settings.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand theories of management and leadership and their application to health and social care or children and young people settings	1.1	Research theories of management and leadership
	1.2	Analyse how theoretical models of management and leadership can be applied to a range of situations in a work setting
	1.3	Analyse how the values and cultural context of an organisation influence the application of management and leadership models
2. Understand the relationship between professional management and leadership	2.1	Evaluate the interdependencies between leadership and management
	2.2	Analyse the conflicts between the application of management and leadership models
	2.3	Describe how conflicts between management and leadership models can be addressed
3. Understand the skills of professional management	3.1	Analyse the skills required to be an > Effective manager

and leadership in health and social care or children and young people's settings		> Effective leader
	3.2	Explain why managers in health and social care or children and young people's settings need both management and leadership skills
	3.3	Analyse how leadership skills can influence the values of an organisation
	3.4	Explain why leadership styles may need to be adapted to manage different situations
4. Understand the impact of policy drivers on professional management and leadership in health and social care or children and young people's services	4.1	Identify factors that influence policy drivers
	4.2	Analyse emerging themes and trends that impact on management and leadership of health and social care and children or young people's services

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Share knowledge and good practice		
Unit Reference	A/602/6237	
Level	5	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to be able to share knowledge and good practice.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Plan to share knowledge and good practice	1.1	Identify outcomes to be achieved through sharing knowledge and good practice
	1.2	Identify areas of knowledge and good practice that should be shared within and outside the organisation
	1.3	Agree methods to share knowledge and good practice that will meet outcomes and comply with legal and organisational requirements
	1.4	Demonstrate actions to overcome or reduce barriers to sharing knowledge and good practice
2. Be able to share knowledge and good practice	2.1	Implement agreed arrangements for sharing knowledge and good practice
	2.2	Develop opportunities to share knowledge and good practice within and outside the organisation
3. Be able to incorporate new knowledge into own practice	3.1	Take opportunities to learn about good practice of others within and beyond the organisation

	3.2 3.3	Evaluate the transferability of new knowledge to own practice Use new knowledge to improve own practice
4. Be able to evaluate the sharing of knowledge and good practice	4.1 4.2 4.3	Evaluate processes for sharing knowledge and good practice within and outside the organisation Research benchmarks for the sharing of knowledge and good practice Recommend improved processes for the sharing of knowledge and good practice

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

Undertake a research project within services for health and social care or children and young people		
Unit Reference	J/602/3499	
Level	5	
Credit Value	10	
Guided Learning (GL)	80	
Unit Summary	This unit provides the learner with the basic knowledge to choose a topic, research, conduct and analyse a project for health and social care or children and young people.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Be able to justify a topic for research within services for health and social care or children and young people	1.1	Identify the area for the research project
	1.2	Develop the aims and objectives of the research project
	1.3	Explain ethical considerations that apply to the area of the research project
	1.4	Complete a literature review of chosen area of research
2. Understand how the components of research are used	2.1	Critically compare different types of research
	2.2	Evaluate a range of methods that can be used to collect data
	2.3	Identify a range of tools that can be used to analyse data
	2.4	Explain the importance of validity and reliability of data used within research
3. Be able to conduct a research project within services for health and	3.1	Identify sources of support whilst conducting a research project

social care or children and young people	3.2	Formulate a detailed plan for a research project
	3.3	Select research methods for the project
	3.4	Develop research questions to be used within project
	3.5	Conduct research using identified research methods
	3.6	Record and collate data
4. Be able to analyse research findings	4.1	Use data analysis methods to analyse the data
	4.2	Draw conclusions from findings
	4.3	Reflect how own research findings substantiate initial literature review
	4.4	Make recommendations related to area of research
	4.5	Identify potential uses for the research findings within practice

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment criterion 1.2	**Aims and objectives** – the reasons, understanding and methods for conducting the research project.
Assessment criterion 1.3	**Ethical considerations** – confidentiality, sensitivity of data, seeking agreements with participants.

Appraise staff performance		
Unit Reference	J/504/2219	
Level	5	
Credit Value	5	
Guided Learning (GL)	32	
Unit Summary	This unit provides the learner with the knowledge to appraise staff performance.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand policies, theories and models which underpin appraisal of performance	1.1	Explain policies and agreed ways of working for appraisals in the work setting
	1.2	Research models of appraisal to explore their applicability in the work setting
	1.3	Evaluate how appraisals are used to inform: > Achievement of objectives > Overall performance > Future objectives
	1.4	Explain how appraisals are used to develop practice
	1.5	Differentiate between appraisals and disciplinary processes
	1.6	Use research on the theories of power to explore the relationship between appraiser and appraisee
2. Be able to support others to understand the purpose of appraisal	2.1	Support others to develop an understanding of the purpose of appraisals to include: > mutual responsibilities > the achievement of objectives > refection on overall performance > professional development

		> how outcomes of the appraisal will be used > future objectives
3. Be able to facilitate preparation for appraisals	3.1	Confirm with appraisee the objectives against which performance will be appraised
	3.2	Identify with the appraisee the actions they need to take to prepare for their appraisal
	3.3	Evaluate evidence gathered from a range of sources towards achievement of objectives
	3.4	Prepare paperwork for appraisal in line with work setting requirements
4. Be able to support appraisee to participate in appraisal meetings	4.1	Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee
	4.2	Demonstrate how to prepare the environment for the appraisal meeting
	4.3	Support the appraisee to engage in an evaluation of their performance over the past year to include: > areas of practice which have met or exceeded standards > areas for development
	4.4	Provide feedback to appraisee on their performance over the past year to include: > areas of practice which have met or exceeded standards > areas for development
	4.5	Identify with appraisee work objectives for forthcoming year
	4.6	Identify with appraisee professional development plan for forthcoming year

	4.7	Record the appraisal in line with work setting requirements
5. Be able to evaluate own practice during the appraisal process	5.1 5.2	Evaluate with appraisee their experience of how the appraisal was conducted Reflect on own practice in managing the appraisal process

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Additional Information	
Assessment Criterion 1.1	**Policies and agreed ways of working** – this will include organisational and national policies. These may be attached to standards or frameworks.
Assessment Criterion 2.1	**Others** will include those staff for whom you have responsibility.
Assessment Criterion 2.1	**Mutual responsibilities** – the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a "top-down" process. Therefore, there is an element of joint responsibility and both parties should familiarise themselves with the competences against which the appraisal is measuring performance and identifying evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.

Assessment Criterion 3.3	**Range of sources** may include: > feedback from individuals, carers and families > feedback from other colleagues or other professionals > own observations > work products

Facilitate change in health and social care or children and young people's settings		
Unit Reference	R/506/7091	
Level	5	
Credit Value	5	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge to be able to facilitate change management in health and social care or children and young people's settings.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand the principles of change management in health and social care or children and young people's settings	1.1	Analyse factors that drive change
	1.2	Evaluate underpinning theories of change management
	1.3	Evaluate approaches, tools and techniques that support the change process
	1.4	Explain the importance of effective change management for service provision
2. Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings	2.1	Promote the benefits of change
	2.2	Analyse challenges that may arise during the process of change
	2.3	Enable others to express views about proposed change
	2.4	Support others to recognise that changes need to be made
3. Be able to develop a change management plan in health and social care or children and young people's settings	3.1	Analyse the impact of a proposed change to the service provision
	3.2	Produce a change management plan that takes account of the identified impact

	3.3	Establish criteria against which the plan can be evaluated
	3.4	Secure approvals required for the change management plan
4. Be able to gain support for a proposed change in health and social care or children and young people's settings	4.1	Provide positive leadership during the change process
	4.2	Identify others who can promote the vision for change
	4.3	Use strategies that address resistance to change
	4.4	Implement a communication strategy to support others to understand a proposed change
5. Be able to implement approved change management plans in health and social care or children and young people's settings	5.1	Identify roles and responsibilities for implementing a change management plan
	5.2	Support others to carry out their agreed roles in a change management plan
	5.3	Adapt a change management plan to address issues as they arise
	5.4	Determine strategies for ensuring that the quality of service for individuals is maintained during a period of change
6. Be able to evaluate the change management process in health and social care or children and young people's settings	6.1	Implement systems to monitor the effectiveness of the change management plan
	6.2	Work with others to review the change management plan against identified criteria
	6.3	Evaluate outcomes of the change

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6, must be assessed in the work setting.

Additional Information	
Assessment Criterion 1.1	**Factors** may include: > internal > external
Assessment Criterion 2.2	**Challenges** may include: > anxiety > stress > resistance > fear > resources > competence
Assessment Criteria 2.3-2.4, 4.2, 4.4, 5.2, 6.2	**Others** may include: > individuals > practitioners > families and friends of individuals > advocates > colleagues > other professionals within and beyond the organisation > others with an interest in the service
Assessment Criteria 3.1-3.2	**Impact** may include: > risks > costs > benefits
Assessment Criteria 1.4, 3.1	**Service provision** may include: > individuals > team members > practitioners > stakeholders > service delivery

Learning Outcomes 3, 5 Assessment Criteria 6.1-6.2	**Change Management plan** may include: > a workforce development plan > a resources plan > a support plan for individuals and others affected by the change > a communication plan > contingency plans
Assessment Criterion 4.4	The **communication strategy** will reflect the needs and preferences of its audiences and may incorporate: > using a range of styles and formats > adjusting the pace of information-giving > repeating key messages over time > clarifying and summarising key points > updating information as necessary
Assessment Criterion 5.4	**Individuals** are those accessing care or services.
Assessment Criterion 6.3	**Change** may include: > sustainability > closure > growth > development > improvement > merger

Manage finance within own area of responsibility in health and social care or children and young people's settings		
Unit Reference	D/506/7093	
Level	4	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge to be able to manage their budgets and finances within their own area of responsibility in health and social care.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand financial management in own work setting	1.1	Explain the importance of effective financial management systems within own work setting
	1.2	Outline sources of funding that are used to construct the budget for own work setting
	1.3	Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
2. Be able to plan budget requirements for own area of responsibility	2.1	Work with others to calculate the financial resources required to meet objectives within own area of responsibility
	2.2	Communicate budget requirements within remit of role and responsibility to inform overall budget build
	2.3	Analyse the impact of an insufficient budget on service delivery
	2.4	Work with others to prioritise budget allocation in own area of responsibility

3. Be able to manage a budget	3.1	Explain the financial management systems that are available to monitor a budget for own area of responsibility
	3.2	Agree roles and responsibilities of others in recording financial expenditure
	3.3	Calculate planned expenditure over the financial period
	3.4	Monitor actual spending against planned expenditure
	3.5	Analyse variances between planned and actual expenditure
	3.6	Implement corrective action to address any variances
	3.7	Make revisions to the budget to take account of variances and new developments
4. Be able to evaluate financial expenditure within own area of responsibility	4.1	Review actual expenditure against planned expenditure within a financial period
	4.2	Report findings from budget reviews
	4.3	Make recommendations for adjustments for budget planning and management

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

Additional Information	
Assessment Criteria 2.1, 2.4, 3.2	**Others** may include: > individuals and those important to them

	> team members > trustees, owners or other senior decision-makers > regulators or commissioners
Assessment Criterion 3.3, 4.1	**Financial period** may include: > monthly > quarterly > half year > full year
Assessment Criterion 3.7	**New developments** may include: > change to service provision > external economic factors > Government initiatives > Human Resource requirements

Manage quality in health and social care or children and young people's setting		
Unit Reference	H/506/7094	
Level	5	
Credit Value	5	
Guided Learning (GL)	36	
Unit Summary	This unit provides the learner with the knowledge to be able to manage and evaluate quality in health and social care or children and young people's settings.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the context of quality assurance in a health and social care or children and young people's setting	1.1	Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
	1.2	Analyse how quality standards influence positive outcomes for individuals
	1.3	Evaluate a range of methods that can be used to measure the achievement of quality standards
2. Be able to implement quality standards in a health and social care or children and young people's setting	2.1	Work with team members and others to > agree quality standards for the service > select indicators to measure agreed standards > identify controls to support the achievement of agreed standards
	2.2	Develop systems and processes to measure achievement of quality standards
	2.3	Support team members to carry out their roles in implementing quality controls
	2.4	Explain how quality assurance standards relate to performance management

3. Be able to lead the evaluation of quality processes in a health and social care or children and young people's setting	3.1	Support team members to carry out their roles in monitoring quality indicators
	3.2	Use selected indicators to evaluate the achievement of quality standards
	3.3	Work with others to identify > areas of best practice > areas for improvement
	3.4	Work with others to develop an action plan to improve quality of service

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

Additional Information	
Assessment Criterion 1.2	**Individuals** are those accessing care or support
Assessment Criteria 2.1, 3.3-3.4	**Others** may include: > individuals > advocates > family members > others important to the individual's well-being

Social Care

Understand theories of relationships and social networks		
Unit Reference	Y/601/8579	
Level	4	
Credit Value	3	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge to understand relationships and social networks.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Understand the relevance of relationship theories to health and social care practice	1.1	Compare key principles of relationship theories
	1.2	Analyse ways in which an understanding of relationship theories can enhance health and social care practice
2. Understand the impact of relationships and social networks on well-being and self-esteem	2.1	Describe the benefits of supportive relationships and social networks for an individual's well-being and self-esteem
	2.2	Describe the possible impact of difficult or dysfunctional relationships on an individual's well-being and self-esteem
	2.3	Analyse the features of supportive relationships and dysfunctional relationships
3. Understand factors that can influence the process of a relationship	3.1	Explain the processes involved in the development, maintenance and breakdown of relationships
	3.2	Analyse how the development, maintenance and breakdown of relationships can be influenced by:

		> Social factors > Economic factors > Cultural factors > Psychological factors > Physical factors

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand the factors affecting older people		
Unit Reference	D/504/2243	
Level	3	
Credit Value	2	
Guided Learning (GL)	17	
Unit Summary	This unit provides the learner with the knowledge to understand factors affecting older people.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the impact of the ageing process on older people	1.1	Describe changes that may come with ageing
	1.2	Explain how the experience of the ageing process is unique to each individual
	1.3	Analyse the potential impact of factors associated with ageing on older people to include > Physical > Emotional > Social > Cognitive > Environmental > Financial /Economic
	1.4	Describe how a positive approach to ageing can contribute to the health and wellbeing of an individual
2. Understand attitudes of society to older people	2.1	Describe the contributions to society made by older people
	2.2	Explain what is meant by age discrimination
	2.3	Explain how societal attitudes and beliefs impact on older people

	2.4	Describe strategies that can be used to challenge stereotypes and discriminatory attitudes towards older people
3. Understand the importance of using person-centred approaches with older people	3.1	Describe how the effects of ageing can affect the day-to-day life of older people
	3.2	Describe ways of using a person-centred approach to support older people to maintain health and well-being in day-to-day life
	3.3	Explain the importance of social inclusion for older people
	3.4	Outline barriers to social inclusion for older people
	3.5	Describe ways of using a person centred approach to enable older people to make positive contributions to their community
4. Understand the importance of independence for older people	4.1	Explain how independence can contribute to the well-being of older people
	4.2	Describe how to support older people to maintain independence
	4.3	Describe how older people can be in control of decision making about their care and support needs
	4.4	Explain how to encourage older people to take positive risks

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand public funding of individual care needs in Adult Social Care		
Unit Reference	M/506/6367	
Level	4	
Credit Value	4	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge of public funding for individual care needs in adult social care.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the welfare benefit system	1.1	Describe the current legislation relating to the welfare benefits system
	1.2	Explain eligibility criteria of current means tested benefits
	1.3	Explain eligibility criteria of current non means tested benefits
	1.4	Explain how changes of circumstances may affect benefit entitlement
2. Understand the processes relating to Local Authority funding for individual care needs	2.1	Describe current legislation relating to Local Authority funding
	2.2	Explain current eligibility criteria
	2.3	Explain Local Authority funding levels for care needs
	2.4	Explain Local Authority financial assessment processes
3. Understand the processes relating to National Health Service (NHS) funding for individual care needs	3.1	Explain NHS funding eligibility criteria
	3.2	Explain the process for challenging NHS funding decisions

4. Understand ways in which others can manage financial affairs of an individual	4.1 4.2	Explain aspects of the Mental Capacity Act (MCA) 2005 which relate to managing the financial affairs of an individual Explain the application of: > Enduring Power of Attorney > Lasting Power of Attorney > Court of Protection Deputy > Department of Work and Pensions Appointee
5. Understand how to signpost and refer to professional advice services	5.1 5.2	Explain when to refer to: > financial advice > legal advice Explain how to refer to specialist: > financial advice > legal advice

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

Additional Information	
Assessment Criterion 1.4	**Changes of circumstances** may include: > Admission to hospital > Discharge from hospital > Admission to care home > Change in status – > Housing > Marital > Medical > Physical > Immigration > Death > Income/capital/savings > Employment > Imprisonment

Learning Outcome 4	**Others** may include: > Carers > Family > Friends > Solicitors > Corporate Deputies

Understand positive risk taking for individuals with disabilities		
Unit Reference	J/601/6293	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge to support individuals with an autistic spectrum condition.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand that individuals with disabilities have the same right as everyone else to take risks	1.1	Explain ways in which risk is an integral part of everyday life
	1.2	Explain why, traditionally, people with disabilities 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 the process of risk assessment
	2.3	Explain how a service focused approach to risk assessment would differ from a person-centred approach
	2.4	Identify the consequences for the individual of a service focused approach to risk-assessment

3. Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks	3.1	Explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives
4. Understand the importance of considering with an individual with disabilities the risks associated with the choices they make	4.1	Analyse why individuals with disabilities may be at risk of different forms of abuse, exploitation and harm in different areas of their lives
	4.2	Explain how to support individuals to recognise and manage potential risk in different areas of their lives
	4.3	Explain the importance of balancing the choices of the individual with their own and others' health and safety
	4.4	Describe how own values, belief systems and experiences may affect working practice when supporting individuals to take risks
	4.5	Explain the importance of recording all discussions and decisions made
5. Understand the importance of a partnership approach to risk taking	5.1	Explain the importance of a person-centred partnership approach
	5.2	Describe ways of handling conflict when discussing and making decisions about risk

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Principles of self-directed support		
Unit Reference	M/601/7048	
Level	3	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge of self-directed support and to develop their own support plan and personal budget.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand self-directed support	1.1	Explain the principles underpinning self-directed support and how this differs from traditional support
	1.2	Explain the benefits of an individual having self-directed support
	1.3	Explain how legislation, policy or guidance underpin self-directed support
	1.4	Explain what the following terms mean: a) indicative allocation b) supported self-assessment c) support plan d) outcome focused review
	1.5	Outline the possible barriers to self-directed support
2. Understand how to support an individual to direct their own support and develop their support plan	2.1	Explain how to use person-centred thinking to enable individuals to think about what is important to them, and how they want to be supported
	2.2	Explain how individuals can direct their own support if they do not have a personal budget

	2.3	Explain how person-centred planning can be used to inform a support plan
	2.4	Explain the roles of others who can assist individuals in developing their support plan
	2.5	Describe different ways that individuals can develop a support plan
	2.6	Describe a range of person-centred thinking tools that can be used to help individuals think about different ways they can spend their personal budget
	2.7	Describe what might be included in the costings for a support plan
3. Understand the different ways that people can use their personal budget	3.1	Explain the different ways that individuals can use their personal budget to buy support
	3.2	Research innovative ways that individuals can spend their personal budget other than buying social care services
	3.3	Explain what restrictions may be imposed on personal budgets
	3.4	Describe the criteria that are used to sign off a support plan
	3.5	Describe a person-centred approach to risk that ensures that individuals have what is important to them whilst staying healthy and safe
4. Understand the outcome focused review process	4.1	Explain the process of an outcome focused review
	4.2	Explain how to enable someone to prepare for their outcome focused review

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criteria 1.1, 1.2, 1.3, 1.5	**Self-directed support** – puts the person in need of support in control of that support.
Assessment Criteria 1.2, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5	An **individual** is someone requiring care or support.
Assessment Criterion 1.3	**Legislation, policy or guidance** – refers to any current legislation or guidance around this area.
Assessment Criteria 2.1, 2.6	**Person-centred thinking** is a range of practical tools that form the basis of person-centred planning. They help focus on the individual, their gifts and skills, what is important to them, and what makes really good support for them.
Assessment Criterion 2.4	**Others** may include: > Families, friends or carers > Social workers > Brokers > Peer support > Voluntary user-led organisations > Independent support brokerage

Providing Independent Advocacy to Adults		
Unit Reference	R/502/3298	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to provide independent advocacy to adults.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Provide Independent Advocacy support to adults in a range of settings	1.1	Identify a range of settings and their impact on adults who may require the support of an Advocate
	1.2	Analyse and address the potential negative impact of the environment
	1.3	Promote the Advocacy service in a range of settings
	1.4	Identify and address a range of dilemmas Advocates can face in practice
	1.5	Support adults to self-advocate
	1.6	Apply local or national standards
2. Treat the individual receiving Advocacy support as an individual	2.1	Identify personal values
	2.2	Use communication methods appropriate to the individual
	2.3	Resolve barriers that can prevent people being treated as an individual
	2.4	Use underpinning Advocacy principles of empowerment and person centred to treat people as individuals

	2.5	Describe how cultural backgrounds can impact on the Advocacy relationship
	2.6	Recognise common myths and assumptions about different people
	2.7	End the Advocacy relationship a positive manner
3. Assist the individual receiving Advocacy support to explore choices and potential consequences	3.1	Help individuals to access a range of sources of information on options available
	3.2	Support an individual to explore options available and make choices
	3.3	Use UK and European legislation to identify human, service and legal rights
	3.4	Act on the choices and preferred options of an individual
4. Support adults through a range of meetings	4.1	Explain the purpose and function of a range of meetings
	4.2	Describe the roles and responsibilities of a range of people who attend meetings
	4.3	Support an individual to participate in a range of meetings
	4.4	Review and take further steps as appropriate
5. Work safely	5.1	Use supervision to identify good practice and areas for improvement
	5.2	Maintain accurate records
	5.3	Summarise local adult protection procedures
	5.4	Use adult protection procedures to identify when it is appropriate to disclose information and breach confidentiality

	5.5	Respond to disclosures of abuse

Assessment Requirements and Evidence Requirements

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

The nature of this unit means that most of the evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

Simulation must be discussed and agreed in advance with the External Verifier.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Required sources of performance and knowledge evidence:

Direct Observation and/or Expert Witness Testimony are the required assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the candidate s/he will identify an expert witness in the workplace who will provide testimony of the candidate's work-based performance. The assessor or expert witness will observe the candidate in real work activities, and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

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

- Work products
- Professional discussion
- Candidate/ reflective accounts
- Questions asked by assessors

- Witness testimonies
- Projects/Assignments/RPL
- Case studies

Good Practice

It is envisaged the delivery of this unit will take place during taught sessions and on-the-job training. Tutors should consider which learning outcomes are delivered during taught elements and identify which competency-based outcomes must be demonstrated through work-based evidence. Service users should be supported to co-deliver taught sessions and have appropriate opportunity to comment on a candidate's competency across a range of learning outcomes.

Additional Information	
Assessment Criteria 1.1, 1.3	**Settings:** including prisons, day centres, hospital and locked wards and their impact on the adult receiving advocacy support
Assessment Criterion 1.4	**Dilemmas:** including maintaining confidentiality, remaining person led and information sharing
Assessment Criterion 1.6	**Local or national standards:** UKAN, Mind, Action 4 Advocacy: Advocacy Charter and Code of Practice
Assessment Criterion 2.2	**Communication methods:** verbal and non-verbal methods of communication
Assessment Criterion 2.3	**Barriers:** including financial, time, personal and organizational
Assessment Criterion 2.6	**Different people** common myths and assumptions about people including those with learning and physical disabilities, sensory impairments, mental health needs and dementia
Assessment Criterion 3.1	**Sources of information:** including reports, records, medical information and rights
Assessment Criterion 3.3	**Legislation:** including the Human Rights Act 1998, NHS + Community Care Act 1990, Mental Health Acts 1983 and 2007, Disability and

	Discrimination Act 2005, Care Standards Act 2000
Assessment Criteria 4.1-4.3	**Meetings:** including review, assessment, planning, safeguarding and complaints meetings
Assessment Criterion 4.2	**Range of people:** including social workers, care managers, day centre staff, therapists, GPs, managers
Assessment Criterion 4.3	**Support:** including attending a meeting, empowering an individual, representing an individual at the meeting and working with an individual before the meeting
Assessment Criterion 4.4	**Review and take further steps:** review the outcome of the meeting and help the individual decide if any further action is required

Support the spiritual wellbeing of individuals		
Unit Reference	J/616/6257	
Level	3	
Credit Value	3	
Guided Learning (GL)	26	
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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**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

Assessment Requirements and Evidence Requirements
This unit must be assessed in line with the relevant Assessment Principles.

Additional Information
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 **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Others** may include: > Team members > Other colleagues > Those who use or commission their own health or social care services > Families, carers and advocates

Provide support to maintain and develop skills for everyday life		
Unit Reference	D/616/6202	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
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 required to work with individuals to retain, regain and develop skills for everyday life.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life
	1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
	1.3	Explain how maintaining, regaining or developing skills for everyday life can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and others to identify skills for everyday life that need to be supported
	2.2	Agree a plan with the individual for developing or maintaining the skills identified
	2.3	Analyse possible sources of conflict that may arise when planning
	2.4	Evaluate ways to resolve any possible sources of conflict

	2.5	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation
	3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills
	3.3	Describe actions to take if an individual becomes distressed or unable to continue
4. Be able to evaluate support for developing or maintaining skills for everyday life	4.1	Work with an individual and others to agree criteria and processes for evaluating support
	4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3	Agree revisions to the plan
	4.4	Record and report in line with agreed ways of working

Assessment Requirements and Evidence Requirements
This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: > Team members > Other colleagues

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

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

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

Support the development of community partnerships		
Unit Reference	M/601/9494	
Level	4	
Credit Value	5	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge to support the development, running and review of community partnerships.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand the role of community partnerships	1.1	Explain the concept of community partnerships
	1.2	Analyse the benefits of community partnerships
	1.3	Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships
2. Be able to identify where community partnerships could inform and support practice	2.1	Work with others to identify needs that could be met through community partnerships
	2.2	Gather and disseminate information about existing community partnerships that may meet identified needs
	2.3	Contribute to evaluating information about existing community partnerships and identifying gaps
	2.4	Work with others to determine how a community partnership could fill a gap in provision

3. Be able to bring people together to set up community partnerships	3.1	Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
	3.2	Disseminate information about the proposed partnership to those identified
	3.3	Invite participation in the proposed partnership
4. Be able to support the setting up of community partnerships	4.1	Gather information about good practice from partnerships with similar purposes
	4.2	Gather information on potential costs and sources of funding for the partnership
	4.3	Provide information gathered to potential members of the partnership
	4.4	Work with others to agree: > membership of the partnership > aims and objectives > roles and responsibilities > activities and practices
5. Be able to contribute to the running of community partnerships	5.1	Carry out own responsibilities to support the purpose of the partnership
	5.2	Support the community partnership to operate effectively
	5.3	Describe ways to support the partnership when a member disengages
6. Be able to contribute to the review of community partnerships	6.1	Support members of the partnership to monitor its activities
	6.2	Support members of thebpartnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
	6.3	Contribute to evaluating the partnership

	6.4	Contribute to agreeing changes to the partnership's practice

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Additional Information	
Assessment Criteria 2.1, 2.4, 4.3	**Others** may include: > Individuals > Families and friends of individuals > Colleagues within the organisation > Colleagues outside the organisation
Assessment Criterion 4.3	**Roles and responsibilities** may include: > Contribution of resources > Commitment of time > Allocation of tasks
Assessment Criterion 5.2	**Operating effectively** will include: > Working inclusively > Respecting and valuing all members > Supporting members to participate > Abiding by agreements > Resolving conflicts

Support individuals to access and use services and facilities		
Unit Reference	J/616/6050	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
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.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**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 well-being
	1.2	Identify barriers that individuals may encounter in accessing services and facilities
	1.3	Describe ways of overcoming barriers to accessing services and facilities
	1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with relevant Assessment Principles.

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

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Support individuals to access and manage direct payments		
Unit Reference	L/616/6065	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
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.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.3)**	
The learner will	**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 3.2 3.3	Provide accessible information about services that are likely to meet the individual's needs Work with the individual and others to select support that meets their needs within resources available 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 4.2 4.3	Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation Support the individual to make payments for services purchased, in a way that promotes active participation 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 5.2 5.3	Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments Identify practical difficulties and conflicts that may arise in relation to direct payments Describe strategies to resolve or minimise difficulties, dilemmas and conflicts

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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Others** may include: > Team members > Other colleagues > Those who use or commission their own health or social care services > Families, carers and advocates

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

Support individuals to access housing and accommodation services		
Unit Reference	R/616/6195	
Level	3	
Credit Value	4	
Guided Learning (GL)	31	
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.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**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 4.2 4.3 4.4	Support the individual to prepare to attend meetings with housing and accommodation services Work with the individual to provide accurate and complete information to express their requirements and preferences Support the individual to understand the outcome of decisions made by a housing or accommodation service 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 5.2 5.3	Provide housing and accommodation services with information about own role and responsibilities Contact housing and accommodation staff over a prolonged period of time 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 6.2 6.3	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 Consult with others about any problems and proposed solutions Record and report on the review in line with agreed ways of working

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information
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 **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Others** may include: > Team members > Other colleagues > Those who use or commission their own health or social care services > Families, carers and advocates **Preferences** may be based on: > beliefs > values > culture

Support individuals to access education, training or employment		
Unit Reference	J/616/6064	
Level	4	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Understand the value of engagement in training, education or employment for individuals	1.1	Explain why engagement in education, training or employment opportunities can have a positive impact on the well-being and quality of life of individuals
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1	Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment
	2.2	Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment
	2.3	Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	3.1	Identify agencies that provide support to individuals accessing education, training or employment
	3.2	Explain the support provided by the agencies identified

4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences	4.1	Work with individuals to identify education, training or employment opportunities
	4.2	Work with the individual and / or others to source accessible information on education, training or employment opportunities
	4.3	Support the individual to select education, training or employment
	4.4	Support the individual to complete applications to access education, training or employment
	4.5	Support the individual to prepare for interview or selection for education, training or employment
5. Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
	5.2	Work with the individual and / or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and / or others how well the education, training or employment opportunity has met: > Expectations > identified outcomes
	6.2	Review with the individual and / or others the continued support required to undertake education, training or employment
	6.3	Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Employment opportunities** Responses to Assessment Criterion 4.1 should take into account: Aspirations Skills and abilities Interests Experience Qualifications Support needs Preferred career pathway Personal circumstances Language / communication needs **Others** may include: > Team members > Other colleagues > Those who use or commission their own health or social care services > Families, carers and advocates

Work with families, carers and individuals during times of crisis		
Unit Reference	F/601/9029	
Level	4	
Credit Value	5	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge to work with individuals, carers and families during times of crisis.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis	1.1	Describe current legislation relevant to risk assessment and risk management
	1.2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
	1.3	Explain the different types of support and intervention available to individuals, carer and families in times of crisis
	1.4	Explain the factors that influence the kinds of support offered
2. Be able to develop management risk strategies when working with individuals, carers and families in times of crisis	2.1	Assess the risk of crisis situations occurring
	2.2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
	2.3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy

	2.4	Formulate a risk management strategy using risk assessments
	2.5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
	2.6	Complete documentation in line with agreed ways of working
3. Be able to respond during times of crisis	3.1	Evaluate the seriousness and urgency of a request for action
	3.2	Work with families, carers and individuals to agree the response to a crisis situation
	3.3	Record and communicate the agreed actions
	3.4	Implement agreed actions promptly in line with agreed ways of working
4. Be able to review the outcomes of requests for action during times of crisis	4.1	Explain how to conduct a valid, reliable and comprehensive review
	4.2	Review outcomes of actions taken and decisions made
	4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criterion 1.4	**Factors** include: > economic and social factors > any illnesses which the individual may have > risk-assessment > restrictions which may apply under legislation
Assessment Criteria 2.6, 3.4	**Agreed ways of working** will include policies and procedures where these exist.

Implement the positive behavioural support model		
Unit Reference	T/601/9738	
Level	4	
Credit Value	8	
Guided Learning (GL)	61	
Unit Summary	This unit provides the learner with the knowledge to understand individuals with challenging behaviour and to implement a positive behavioural support model.	
Learning Outcomes (1 to 10)	**Assessment Criteria (1.1 to 10.3)**	
The learner will	**The learner can**	
1. Understand the context of the Positive Behavioural Support model	1.1	Explain how Positive Behavioural Support has been influenced by: > Applied Behaviour Analysis (ABA) > Social Role Valorisation (SRV
	1.2	Summarise current legislation and policy guidance relating to Positive Behavioural Support
2. Understand the term 'challenging behaviour'	2.1	Define the term 'challenging behaviour'
	2.2	Explain the reasons for the term challenging behaviour coming into use
	2.3	Analyse key factors that lead to a behaviour being defined as challenging
3. Understand the context in which challenging behaviour occurs	3.1	Summarise key environmental risk factors for challenging behaviours
	3.2	Explain how slow and fast triggers contribute to challenging behaviour
	3.3	Analyse the role of reinforcement in maintaining behaviour
	3.4	Explain the time intensity model

4. Be able to contribute to the functional analysis in relation to an individual's challenging behaviour	4.1	Describe the key components of functional analysis
	4.2	Explain the key methods of analysing behaviour
	4.3	Complete accurate records of behaviour using a structured method
	4.4	Identify environmental risk factors for an individual's challenging behaviour
	4.5	Identify possible slow and fast triggers for an individual's challenging behaviour
	4.6	Identify factors that may contribute to reinforcement of an individual's challenging behaviour
	4.7	Evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals
5. Understand the key characteristics of Positive Behavioural Support	5.1	Describe the key characteristics of Positive Behavioural Support
	5.2	Explain the role within Positive Behavioural Support of: > primary prevention strategies > secondary prevention strategies > non aversive reactive strategies
	5.3	Explain the importance of social validity in the Positive Behavioural Support model
6. Be able to implement primary prevention strategies	6.1	Summarise the key primary prevention strategies
	6.2	Implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice
	6.3	Explain the importance of effective communication and positive interaction in primary prevention for individuals

	6.4	Positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity
	6.5	Use effective communication with an individual to promote positive behaviour
	6.6	Evaluate the social validity of an agreed primary prevention strategy for an individual
7. Be able to use a person-centred approach to develop plans that promote participation	7.1	Explain how Active Support can help prevent challenging behaviour by improving an individual's quality of life
	7.2	Analyse the role of structure and daily planning in primary prevention for individuals
	7.3	Review an individual's daily activities to identify areas for increasing participation and choice
	7.4	Review an individual's routine to identify opportunities for increasing participation and choice
	7.5	Develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task
	7.6	Work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities
8. Be able to implement secondary prevention strategies	8.1	Summarise key secondary prevention strategies
	8.2	Explain when secondary prevention strategies should be used with individuals
	8.3	Identify early warning signs of behavioural agitation in an individual

	8.4	Identify possible secondary prevention strategies that may be used with an individual
	8.5	Implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
9. Be able to implement non aversive reactive strategies	9.1	Explain when reactive strategies should be used with individuals
	9.2	Describe the key characteristics and types of reactive strategies
	9.3	Assess the risks in the use of reactive strategies
	9.4	Identify possible reactive strategies that may be used for an individual
	9.5	Implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences
	9.6	Establish an individual's preferred post–incident support
	9.7	Identify own preferred post-incident support
10. Be able to understand and implement Positive Behavioural Support Plans	10.1	Explain the purpose and importance of Positive Behaviour Support Plans for individuals
	10.2	Identify the key components of a Positive Behaviour Support Plan for individuals
	10.3	Implement agreed procedures in an individual's Positive Behavioural Support Plan

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess Assessment Criteria 6.2, 8.5 and 9.5 if real work assessment is not possible.

Additional Information	
Assessment Criteria 1.1-1.2, 5.1-5.3, 10.3-10.4	**Positive Behavioural Support** An approach to supporting individuals who challenge that combines the technology of Applied Behaviour Analysis with the values base of Social Role Valorisation and the individualised focus of Person-Centred Planning.
Assessment Criterion 1.1	**Applied Behaviour Analysis (ABA)** A scientific process of examining what causes and maintains behaviour, in order to bring about positive change.
Assessment Criterion 1.1	**Social Role Valorisation (SRV)** Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.
Assessment Criteria 2.1-2.2, 3.1-3.2, 4.4-4.6, 7.1, 7.5	**Challenging behaviour** may include behaviours that are: > repetitive/obsessive > withdrawn > aggressive > self-injurious > disruptive > anti-social or illegal > verbally abusive

Assessment Criterion 2.3, 4.6	**Factors** that can lead to behaviour being defined as challenging may include: > culture > competence and capacity of settings > frequency, intensity and duration of the behaviour > ability to communicate effectively
Assessment Criteria 3.1, 4.4	**Environmental risk factors** will include features that are physical or social, such as: > uncomfortable levels of stimulation (e.g. too busy, boring) > institutional-style setting (e.g. block treatment, rigid routines) > poor service organisation (e.g. inexperienced carers) > inappropriate social environment (e.g. overly restrictive, limited choice) > environmental pollutants (e.g. temperature, noise levels)
Assessment Criteria 3.2, 4.5	**Triggers** are factors that make challenging behaviours more likely to occur. They include: > Slow triggers, which are aspects of a person's environment or daily routines that do not necessarily happen immediately before the challenging behaviours but still affect whether these behaviours are performed. > Fast triggers, which are specific events that occur immediately prior to the behaviour. Their impact upon behaviour is rapid or immediate.
Assessment Criteria 3.3, 4.6, 6.4	**Reinforcement** strengthens behaviour and is of two types – positive and negative. Positive reinforcement works because individuals gain access to things or events that they like or want, while negative reinforcement works because individuals get rid of things that they don't like.

Assessment Criterion 3.4	**Time intensity model** The stages of increasing agitation to crisis point and back again. This helps to understand the emotional and physiological changes experienced during a severe episode of challenging behaviour.
Assessment Criteria 4.1, 47	**Functional analysis** The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.
Assessment Criterion 4.3	**Structured methods** Measures for monitoring and recording behaviour; may include: > ABC charts > Scatterplots > incident forms > behaviour-monitoring forms > direct observation
Assessment Criteria 5.2, 6.1-6.3, 6.6, 7.2	**Primary prevention** Proactive strategies that involve changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour occurring is reduced.
Assessment Criteria 5.2, 8.1-8.2, 8.4-8.5	**Secondary prevention** Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.
Assessment Criteria 5.2, 9.5	**Non-aversive reactive strategies** are ways of responding safely and efficiently to challenging behaviours that have not been prevented. They can include physical interventions that do not cause pain and do minimise discomfort, and comply with the British Institute of Learning Disabilities (BILD) code of practice for the use of physical interventions.
Assessment Criteria 5.3, 6.6	**Social validity** refers to interventions that are ethical. That is, they address socially significant problems, have clear benefits for the individual, are acceptable to the individual and others, and use the least restrictive or intrusive approach.

Assessment Criterion 6.3	**Positive interaction** concerns the performance of those supporting an individual. It consists of providing different levels of help, breaking activities into manageable steps; and positive reinforcement to promote participation.
Assessment Criterion 6.4	**Levels of help** Graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help and should be focused on encouraging as much independence as possible.
Assessment Criterion 7.1	**Active support** A person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.
Assessment Criteria 7.3-7.4, 10.4	**Review** should take place involving the individual as much as is possible.
Assessment Criteria 9.6-9.7	**Post-incident support** may include: > emotional support > time away from the setting > first aid > quiet time > space > temporary redeployment > additional training > personal reflection > counselling > opportunity to express feelings
Assessment Criteria 10.1-10.2	**Positive Behaviour Support Plan** A document containing the key information that those who support individuals with challenging behaviour must have, in order to provide consistent support on a daily basis.

Assess the needs of carers and families		
Unit Reference	T/504/2216	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to assess the needs of the families and carers.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the contribution that families and carers make in caring for individuals	1.1	Analyse the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.2	Explain the rights of families and carers providing care to individuals
	1.3	Describe the benefits to society of family and unpaid carers providing care
	1.4	Describe the benefits and challenges faced by family and unpaid carers in providing care
2. Be able to engage with families and carers who are providing care	2.1	Support families and carers to speak about their experiences of providing care to individuals
	2.2	Use active listening skills to identify unspoken feelings and emotions
	2.3	Support families and carers to understand their rights
	2.4	Support families and carers in their caring role

	2.5	Explain to families and carers the additional support that is available
	2.6	Gain consent from families and carers to speak with others about their circumstances
3. Be able to assess the needs of families and carers	3.1	Support families and carers to identify the support they need to meet the needs of an individual
	3.2	Identify with families and carers the areas of care which they want to retain
	3.3	Support families and carers to identify their wishes and needs for their own well-being
	3.4	Gather additional information from agreed others
	3.5	Share the record of assessment with families and carers
4. Be able to identify a plan to support families and carers	4.1	Support families, carers and others to identify resources to address needs and wishes
	4.2	Support families, carers and others to develop a plan of action to access resources
	4.3	Support families, carers and others to implement the plan of action

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Provide information, advice and guidance		
Unit Reference	T/506/6368	
Level	4	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge of the importance to provide accurate information, advice and guidance.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the importance of providing accurate information, advice and guidance in a person-centred way	1.1	Explain the relationship between information, advice and guidance
	1.2	Explain the importance of respecting different values, diversity, cultures, beliefs, expertise and experience in providing information, advice and guidance
	1.3	Analyse the risks in supporting individuals and others to access information, advice and guidance
	1.4	Explain why accurate, timely and relevant information, advice and guidance is important
	1.5	Outline the impact on individuals and others of information, advice and guidance in enabling informed decisions
2. Understand provision of information, advice and guidance in own practice	2.1	Analyse own role, responsibilities and boundaries in provision of information, advice and guidance
	2.2	Analyse ethical principles and their impact on own practice

3. Be able to provide accurate information, advice and guidance using a range of sources	3.1	Establish requirements for information, advice and guidance with individuals and others
	3.2	Provide person centred information, advice and guidance to individuals and others
	3.3	Support individuals and others to access information, advice and guidance from different sources
	3.4	Signpost individuals and others for specialist advice
	3.5	Discuss any potential risk in information, advice and guidance given with individuals and others
	3.6	Summarise information, advice and guidance offered
	3.7	Check the understanding of information, advice and guidance offered
	3.8	Record information, advice and guidance offered including identified risks in ways agreed by the organisation
4. Be able to review own practice in information, advice and guidance	4.1	Review how the interaction with individuals and others met their information, advice and guidance needs
	4.2	Evaluate own knowledge and practice in providing information, advice and guidance
	4.3	Implement plan to develop own knowledge and practice in providing information, advice and guidance

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development Assessment Principles.

Additional Information	
Assessment Criteria 1.3, 1.5, 3.1-3.5, 4.1	**Others** may include: > Carers > Families > Friends > Care and support workers
Learning Outcome 3	**Sources** may include: > Leaflets > Libraries > GP > Advisory Agencies > Internet > Other media sources e.g. DVD > Social media

Develop and implement reablement plans		
Unit Reference	T/506/6354	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge of reablement including being able to contribute and develop reablement plans.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.5)**	
The learner will	**The learner can**	
1. Understand reablement	1.1	Explain the current legislation relating to reablement
	1.2	Analyse the evidence base for current policy drivers towards reablement
	1.3	Explain how the following principles support reablement: > independence > empowerment > personalisation > choice and control
	1.4	Explore the cultural shift in working to support individuals and their families to learn how to meet their own needs
2. Understand the importance of activities of daily living for individuals	2.1	Explain basic and complex activities of daily living
	2.2	Explain how activities of daily living support individual roles and identity
	2.3	Explore the barriers to activities of daily living: > environmental > social

		> physical > emotional > sensory impairment > cognitive > finance
3. Understand resources available to support reablement	3.1 3.2 3.3	Explain a range of techniques that can be adopted for successful reablement Describe how different equipment can be used to support reablement Explain how technology can support reablement
4. Be able to contribute to the development of plans for reablement	4.1 4.2 4.3 4.4 4.5 4.6	Work in partnership with individuals and others to set outcome focussed goals using assessment information Address barriers identified in reablement plan Identify resources needed to implement reablement plan Assess risks associated with the agreed reablement plan Evaluate positive risk taking when working towards outcomes focussed goals Develop contingency plans to reduce the likelihood of identified risks
5. Be able to implement reablement plan	5.1 5.2 5.3	Enable optimum participation in activities of daily living Enable learning and engagement with individuals and their families Work in partnership with individuals and others to monitor progress against the outcome focussed goals

	5.4 5.5	Work in partnership with individuals and others to agree any changes to reablement plan Record agreed changes to reablement plan

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

Additional Information	
Assessment Criteria 4.1, 5.3-5.4	**Others** may include: > carers > families > friends > care workers > colleague > manager > social worker > occupational therapist > GP > speech and language therapist > physiotherapist > pharmacist > nurse > psychologist > admiral nurses > independent > mental capacity advocate > community psychiatric nurse > dementia care advisors > advocate > support groups
Assessment criterion 3.1	**Range of techniques** may include: > pacing

	> grading > energy conservation > times and lengths of calls > spacing between visits

Mentoring in social care		
Unit Reference	J/506/6052	
Level	4	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge to be able to mentor individuals in social care.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand own role and responsibilities in relation to mentoring in social care	1.1	Compare models for mentoring
	1.2	Explain the role of a mentor in social care
	1.3	Analyse the skills and qualities required for a mentoring role
	1.4	Analyse how own values, behaviours, attitudes and emotional awareness can impact on a mentoring role
	1.5	Explain why in a mentoring relationship it is important to establish: > ground rules for engagement > boundaries > responsibilities and autonomy of mentee
	1.6	Explain the importance of working to ethical and professional standards
	1.7	Discuss sources of support to deal with issues which are outside of own expertise and authority
2. Understand the use of mentoring in a social care setting	2.1	Explain legal and organisational requirements relating to: > data protection

		> privacy > confidentiality > safeguarding and disclosure
	2.2	Analyse the benefits of mentoring to the organisation
	2.3	Analyse impacts of mentoring on the learning and development of the mentee
3. Understand techniques for establishing a mentoring relationship	3.1	Compare techniques for mentoring
	3.2	Analyse communication techniques used in mentoring relationships
	3.3	Examine the role of confidentiality in maintaining mentoring relationships
4. Be able to agree goals and outcomes in partnership with the mentee	4.1	Establish a mentoring agreement with a mentee 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 to support information sharing
5. Be able to mentor in social care	5.1	Plan activities for mentoring based on identified goals and outcomes
	5.2	Use mentoring techniques in order to maintain a working relationship with the mentee
	5.3	Use communication techniques that develop the mentoring relationship
	5.4	Provide constructive feedback to mentee
6. Be able to review the progress and achievements	6.1	Review progress with mentees in a way that places the responsibility on the

of a mentee in partnership with them		mentee to clarify their own goals and facilitate their achievement
	6.2	Review strategies for motivating mentees
	6.3	Agree ongoing mentoring support to take place following review
	6.4	Use reflective feedback from mentees to evaluate own mentoring practice to identify areas for development

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 4, 5, and 6 must be assessed in the work setting.

Additional Information	
Assessment Criterion 1.1	**Models** may include: > apprentice model > competency model > reflective model
Assessment Criterion 6.2	**Techniques** may include: > establish rapport > identify points of connection > clear open discussion > sharing assumptions, needs, expectations > discussion re: previous mentoring relationships > active listening > reflecting > summarising > communication via a range of methods
Learning Outcome 3 Assessment Criteria	**Strategies** may include: > immediate feedback

5.2-5.3	> use of praise
	> regular reporting
	> conducive environment
	> use of learning models such as:
	  > andragogical principles
	  > advance organiser
	  > learning orientation model

Supporting infection prevention and control in social care		
Unit Reference	R/504/2217	
Level	5	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge to support infection prevention and control in social care this includes minimising the risk and spread of infection using equipment and also responding to outbreaks of infection.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand how infection prevention and control policies and guidelines can be applied within different settings	1.1	Explain how infection prevention policies and guidelines can be applied in own work setting
	1.2	Identify differences in the ways in which infection prevention and control policies and guidance are implemented in a range of work settings
2. Be able to support infection prevention and control practices in the work setting	2.1	Minimise risk of infection to self and others in the work setting
	2.2	Support individuals to take steps to minimise spread of infection
	2.3	Carry out hand hygiene following work setting policies and guidelines
	2.4	Support others to understand their responsibilities for infection prevention and control in the work setting
	2.5	Provide guidance to others about infection prevention and control practices in work setting

	2.6	Explain the functions of external bodies in supporting infection prevention and control in the work setting
	2.7	Maintain own understanding of information to support effective infection prevention and control practice
3. Be able to minimise the risk and spread of infection when using equipment	3.1	Ensure equipment is stored and maintained in ways that minimise the spread of infection
	3.2	Use agreed cleaning schedules for equipment in own work setting
	3.3	Explain why particular devices need special handling to minimise the spread of infection
4. Understand how to respond to outbreaks of infection in the work setting	4.1	Explain how to work with others to identity infection outbreaks in own work setting
	4.2	Explain how to work with others to implement policies and procedures following an infection outbreak
	4.3	Describe how to provide information about outbreaks of infection in accessible formats to individuals and others
	4.4	Describe ways to ensure that care for the individual is provided in the most appropriate place
	4.5	Describe situations where additional guidance may need to be accessed to manage infection prevention and control incidents
5. Be able to follow correct recording and reporting procedures regarding infection prevention and control	5.1	Describe the process for sharing information about infections and suspected infections within own work setting

	5.2	Describe processes for reporting accidents and incidents relating to infection prevention and control within own work setting
	5.3	Complete records for infection prevention and control in line with policies and guidelines

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Lead practice in assessing and planning for the needs of families and carers		
Unit Reference	A/504/2217	
Level	5	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge to assess and plan for the needs of families and carers.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Be able to support others to understand the contribution that families and carers make in caring for individuals in health and social care or the care of children and young people	1.1	Analyse the benefits and challenges faced by family and unpaid carers in providing care
	1.2	Support others to understand the role of families and unpaid carers in health and social care or the care of children and young people to include demographic information
	1.3	Support others to understand the benefits to society of family and unpaid carers providing care
	1.4	Support others to recognise the contribution that carers make to the well-being of individuals
	1.5	Support others to understand the rights of families and carers providing care
2. Be able to develop the practice of staff in assessing the needs of families and carers	2.1	Implement procedures for assessing the needs of families and carers
	2.2	Support staff to learn from families and carers about their caring role

	2.3	Support staff to develop advocacy skills so that the needs of families and carers can be brought to the attention of decision makers
	2.4	Support staff to carry out assessments of needs and wishes in partnership with carers and families
	2.5	Support staff to gain consent from carers and families to speak with others about their circumstances
	2.6	Manage recording procedures to ensure assessments are shared with families and carers
	2.7	Monitor the quality of assessments carried out by staff
3. Be able to implement a care planning process to support families and carers	3.1	Establish systems which ensure that all care plans include: > participation by carers and families > agreement on resources required to address needs and wishes > agreed roles and responsibilities in achieving the plan
	3.2	Monitor the implementation of care plans which support families and carers
4. Be able to evaluate quality of assessment and care planning to meet the needs of families and carers	4.1	Evaluate the quality of assessments carried out to meet the needs of families and carers
	4.2	Evaluate the quality of care plans to meet the needs of families and carers
	4.3	Use analysis of the needs of families and carers to inform strategic planning within an organisation

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 1.4	The **individual** is the person requiring care or support.
Assessment Criterion 1.3	**Society** may include: > local authority provision > NHS > individuals and others > communities
Assessment Criterion 3.1	**Resources** – resources can include support from family or neighbours, community resources, voluntary organisations, statutory support in terms of additional domiciliary care, respite for carers to have time for themselves etc.
Assessment Criteria 2.4, 3.1	**Needs and wishes** – this can be additional support to alleviate the physical input by the carer, it can be giving the carer time for themselves, time to have a holiday, go to the hairdressers, have time with their peers to do fun things.

Support people who are providing homes to individuals		
Unit Reference	R/504/2224	
Level	4	
Credit Value	6	
Guided Learning (GL)	40	
Unit Summary	This unit provides the learner with the knowledge to be able to carry out and support adult placement.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Be able to carry out assessments for the approval of adult placement / shared lives carers	1.1	Provide information to carer(s) on the criteria against which they will be assessed
	1.2	Work with carer(s) to clarify their role and responsibilities
	1.3	Carry out the initial assessment of carer(s) against agreed criteria
	1.4	Complete an assessment report of carer(s) according to work setting requirements and regulatory frameworks.
	1.5	Agree the content of the assessment report with carer(s)
	1.6	Present the assessment for approval of carer(s) in line with work setting requirements
2. Be able to support adult placement / shared lives carers to prepare for providing a home to an individual	2.1	Provide advice and guidance to carer(s) about preparing to share their home and their lives with an individual
	2.2	Support carer(s) to reflect on changes they will need to make in order to provide a home to an individual

	2.3	Work with carer(s) to identify learning needs related to providing a home to an individual
	2.4	Support carer(s) to meet their learning needs
	2.5	Support carer(s) to reflect on how they can make an individual feel welcome in their home
	2.6	Support carer(s) to develop 'house rules'
	2.7	Support carer(s) to prepare their families and networks for the inclusion of an individual
3. Be able to carry out the matching process between adult placement / shared lives carers and individuals	3.1	Match the preferences and needs of an individual referred to the service with the skills and lifestyle of potential carer(s)
	3.2	Provide information to an individual and matched carer(s) prior to introductions
	3.3	Facilitate introduction meetings between an individual and potential carer(s)
	3.4	Work with an individual, potential carer(s) and others to evaluate the introduction sessions
	3.5	Work with an individual, carer(s) and others to finalise move-in arrangements once a successful match has been made
4. Be able to monitor and review placements of individuals	4.1	Carry out placement monitoring visits with an individual and carer(s) according to work setting requirements
	4.2	Complete reports from placement visits in line with work setting requirements
	4.3	Provide ongoing advice and guidance to carer(s) about the support of an individual

	4.4	Carry out periodic reviews of carer(s) in line with work setting requirements

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 1, 2, 3 and 4 must be assessed in a real work environment.

Additional Information	
All Learning Outcomes	**Carer(s)** in the context of this unit carers are 'adult placement or shared lives' carers who provide accommodation and / or support in their home. This includes the mutual sharing of everyday life experience between the approved carer and the individual who chooses to use this type of service.
Learning Outcomes 2, 3 and 4	**Individuals** refers to people accessing care or support.
Assessment Criteria 3.4-3.5	**Others** may include: > other professionals > families, friends, advocates or others who are important to individuals

Facilitate the development of effective group practice in health and social care or children and young people's settings		
Unit Reference	Y/602/2339	
Level	5	
Credit Value	6	
Guided Learning (GL)	42	
Unit Summary	This unit provides the learner with the knowledge to be able to facilitate the development of effective groups in health and social care or young people's settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Understand how groups develop and function in health and social care or children and young people's work settings	1.1	Analyse the impact of theories and models on group work practice
	1.2	Explain how to form and maintain a cohesive and effective group
	1.3	Explain how different facilitation styles may influence > Group dynamics > Lifecycle of the group > Group outcomes > Development of roles within the group
	1.4	Explain why it is important to be clear about the purpose and desired outcomes for the group
	1.5	Analyse the importance of participant engagement in achieving group outcomes
2. Be able to create a climate that facilitates effective groups in health and social care or children and young people's work settings	2.1	Evaluate methods that may be utilised in facilitating groups
	2.2	Prepare an environment that is conducive to the functioning of the group

	2.3	Work with a group/s to agree acceptable group and individual behaviour
	2.4	Work with a group to negotiate and agree tasks, desired outcomes and ways of working
3. Be able to facilitate a group in health and social care or children and young people's work settings	3.1	Use a range of methods to accommodate different learning styles within the group
	3.2	Provide a group experience where participants are engaged and stimulated
	3.3	Intervene effectively in a group session to improve the learning process
4. Be able to enhance learning through the constructive use of power, authority and influence in group work in health and social care or children and young people's work settings	4.1	Demonstrate inclusive practice when facilitating groups
	4.2	Support consensus and manage conflict within a group
	4.3	Explain how to challenge excluding or discriminatory behaviour
	4.4	Demonstrate how to manage diverse group behaviour
	4.5	Explain when to refer issues and areas of concern
5. Be able to monitor and review the work of a group in health and social care or children and young people's work settings	5.1	Work with a group to agree monitoring and review processes
	5.2	Implement systems and processes to monitor and review the progress of a group
	5.3	Assess the effectiveness of a group in relation to identified outcomes
	5.4	Reflect on strengths and areas for development in own practice of facilitating groups

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3, 4 and 5 must be assessed in the work setting.

Additional Information	
Assessment Criterion 4.2	**Conflict** may include: > Negative comments > Disagreements > Discrimination > Power imbalance > Threats > Body language > Non-compliance

Support the use of assistive technology		
Unit Reference	H/601/5250	
Level	5	
Credit Value	4	
Guided Learning (GL)	31	
Unit Summary	This unit provides the learner with the knowledge facilitate, develop others to facilitate and review the use of assistive technology.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the contribution that assistive technology can make to the lives of individuals	1.1	Investigate and report on the range and availability of assistive technology
	1.2	Research how the use of assistive technology can result in positive outcomes for individuals
2. Be able to facilitate the use of assistive technology	2.1	Research assistive technology solutions that meet identified needs
	2.2	Explain how a range of assistive technology solutions can be adapted according to need and context
	2.3	Assess the risks associated with the range of assistive technology solutions
	2.4	Describe a range of assessment and referral processes which are used to secure assistive technology
	2.5	Support the individual to secure the provision of appropriate assistive technology
	2.6	Support the individual to use assistive technology

3. Be able to develop others to facilitate the use of assistive technology	3.1 3.2	Provide information to others about assistive technology Provide guidance to others to facilitate the use of assistive technology
4. Be able to review the provision of assistive technology	4.1 4.2	Review the assessment and referral processes used to secure assistive technology Review the outcomes of assistive technology support to individuals against identified needs

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assistive technology (AT) is defined as 'any product or service designed to enable independence for disabled and older people' (Source: Kings Fund consultation, 2001). For example, this could include a range of human/animal/low- or high-tech devices to support the individual's daily living such as: > human aids > assistance dogs > electrical/electronic devices > low vision aids > environmental aids	
Assessment Criteria 3.1-3.2	**Others** could include: > Other professionals > Carers / family members > Advocates > Colleagues

Assistive Technology

Support individuals in the use of assistive technology		
Unit Reference	J/601/3541	
Level	4	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit provides the learner with the knowledge to support individuals in the use of assistive technology.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand the range, purpose and effectiveness of assistive technology available to support individuals	1.1	Research the range and purpose of assistive technology that is available to support individuals in own area of work
	1.2	Investigate the effectiveness of the most commonly used assistive technology in own area of work
	1.3	Explain how assistive technology can have a positive impact on the wellbeing and quality of life of individuals
2. Be able to support the selection of assistive technology aids with an individual	2.1	Explain own role and the roles of others in the provision of assistive technology for individuals
	2.2	Support an individual to access specialist information and support about assistive technology
	2.3	Support an individual to express needs, preferences and desired outcomes in relation to the use of assistive technology

	2.4	Support an individual to select assistive technology to meet their needs and preferences
3. Be able to support the use of assistive technology aids with an individual	3.1	Prepare the environment to support the use of assistive technology with an individual
	3.2	Support the use of assistive technology following instructions or guidelines within boundaries of own role
	3.3	Record the use of assistive technology following procedures or agreed ways of working
	3.4	Explain when and to whom referrals for maintenance or repair would be made
4. Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes	4.1	Review the effectiveness of assistive technology against identified outcomes with individuals and / or others
	4.2	Provide feedback to others on the use of assistive technology
	4.3	Revise plans to use assistive technology to achieve identified outcomes with individuals and / or others
	4.4	Evaluate own practice in using assistive technology to meet identified outcomes
	4.5	Adapt own practice to support the needs of the individual

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.

Additional Information	
Assessment Criterion 1.3	**Wellbeing**, e.g.: > emotional > psychological > physical
Assessment Criteria 2.1, 4.1-4.3	**Others** could include: > other professionals > carers / family members > advocates > colleagues

Assessment, implementation and review of assistive technology in social care		
Unit Reference	L/506/8160	
Level	4	
Credit Value	4	
Guided Learning (GL)	27	
Unit Summary	This unit provides the learner with the knowledge to be able to assess, implement and review assistive technology in social care.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand how legislation and regulatory procedures impact on the provision of assistive technology	1.1	Analyse how assistive technology provision is affected by: > legislation > mental capacity > regulatory procedures
2. Understand how assistive technology can support independent living and individual wellbeing	2.1	Critically compare assistive technology solutions for each of the following: > communications > wellbeing > employment > finance > keeping safe > travel > social networking
	2.2	Research developments in assistive technology
	2.3	Compare how assistive technology can improve outcomes for different individuals including: > independence > wellbeing
3. Be able to carry out assessment for assistive technology	3.1	Support an individual and others to review assistive technology in relation to their: > strengths

		> needs > options
	3.2	Use assessment to identify assistive technology solutions which preserve dignity for an individual
	3.3	Support an individual to express their informed choice about assistive technology considering: > merits of different solutions > impact of different solutions > concerns an individual has
	3.4	Assess the suitability of the home environment for assistive technology
	3.5	Undertake risk assessment for the assistive technology to cover: > social > safeguarding > financial > operability > data protection
	3.6	Use agreed processes to establish consent when an individual is not able to express informed consent for themselves
	3.7	Record outcomes of assessment according to agreed ways of working
4. Be able to support an individual and others to implement assistive technology	4.1	Offer advice and guidance in relation to assistive technology procurement including: > solution options > cost > availability > sourcing > funding options
	4.2	Support an individual and others to measure impact of assistive technology

	4.3	Support an individual and others to understand roles and responsibilities regarding contractual obligations
	4.4	Evaluate support measures available to individuals using assistive technology to maintain their independence
	4.5	Establish contingency plans for assistive technology provision to address areas identified in risk assessment
	4.6	Develop a strategy for on-going assessment and review according to agreed ways of working
5. Be able to work in partnership with an individual and others to review provision of assistive technology	5.1	Review the provision of assistive technology with an individual and others including: > feedback from an individual and others > assessed risk
	5.2	Record review process and outcomes according to agreed ways of working

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 3, 4 and 5 must be assessed in the work setting.

Additional Information	
Whole unit	**Assistive technology** may include: **Electronic**: e.g.: > sensor mats / pads > pendants / telecare > echo bot / reminding tool > keypad entries

	> keys with lights > applications for budgeting / direction finding / instructions > talking books **Physical**: e.g.: > kettle tippers > jar openers > special cutlery / utensils > key safe box > stocking aids **Organisational** e.g.: > iPads / apps / tablets > PCs / laptops > video links > webinars > software packages Remotely or virtually operated assistive technology.
Learning Outcome 1	**Legislation** may include: > Health and Social Care Act 2012 > Health Act 2009 > Care Act 2014 > Mental Capacity Act 2005 > Mental Health Act (2007) > Safeguarding > Vulnerable Groups Act (2006) > Data Protection Act (1998) > Freedom of Information Act (2000)
Learning Outcomes 2, 4, 5 Assessment Criteria 3.1-3.3, 3.6	An **individual** is someone requiring care or support.
Assessment Criterion 3.1 Learning Outcomes 4, 5	**Others** may include: > colleagues > team members

	> carers > families > other professionals
Assessment Criteria 3.7, 4.6, 5.2	**Agreed ways of working** may include organisational practices, policies and procedures where they exist.
Assessment Criterion 4.3	**Contractual obligations** may include for individual and suppliers: > warranty > contracting arrangements > servicing arrangements

Installation, maintenance and removal of assistive technology in social care		
Unit Reference	H/506/8160	
Level	3	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge to install, maintain and remove assistive technology in social care.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the implications for individuals and others of assistive technology installation	1.1	Explain the impact of installing assistive technology on: > an individual > others
	1.2	Explain policies and procedures for safety in relation to assistive technology when working in an individual's own home including: > safeguarding > infection prevention > fire risk > risk assessment
2. Be able to install assistive technology	2.1	Support an individual and carers to understand the purpose of installing assistive technology
	2.2	Work in partnership with an individual and others to ascertain location for assistive technology devices
	2.3	Complete safety and operational checks for assistive technology and any linked services

	2.4	Carry out installation of assistive technology with regard to the individual's needs and choices
	2.5	Ensure operability of assistive technology
	2.6	Support an individual and others to understand instructions on safe use
	2.7	Discuss service agreements with an individual and others
3. Be able to support an individual and others to maintain assistive technology	3.1	Provide an individual and others with information on the maintenance of assistive technology
	3.2	Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: > procedure > contact details > associated cost
4. Be able to support an individual and others to remove assistive technology	4.1	Provide information to an individual and others on removal and disposal of assistive technology after use
	4.2	Support an individual and others to carry out removal of assistive technology in accordance with agreed ways of working including: > cleaning > storage > recycling > disposal

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the work setting.

Additional Information	
Whole unit	**Assistive technology** may include: **Electronic**: e.g.: > sensor mats / pads > pendants / telecare > echo bot / reminding tool > keypad entries > keys with lights > applications for budgeting / direction finding / instructions > talking books **Physical**: e.g.: > kettle tippers > jar openers > special cutlery / utensils > key safe box > stocking aids **Organisational** e.g.: > iPads / apps / tablets > PCs / laptops > video links > webinars > software packages Remotely or virtually operated assistive technology.
Whole Unit	An **Individual** is someone requiring care or support.
Whole unit	**Others** may include: > colleagues > team members > carers > families > other professionals

Assessment Criterion 4.2	**Agreed ways of working** may include organisational practices, policies and procedures where they exist.

Promote rights and values in assistive technology in social care		
Unit Reference	D/506/8163	
Level	3	
Credit Value	2	
Guided Learning (GL)	17	
Unit Summary	This unit provides the learner with the knowledge to promote the rights and values of individuals in assistive technology.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand rights and values for assistive technology	1.1	Describe where human rights are enshrined in legislation and codes of practice
	1.2	Explain how assistive technology can promote an individual's human rights
	1.3	Explain how assistive technology may conflict with an individual's human rights
	1.4	Explain the possible conflicts of interest where assistive technology may be adopted as a substitute for direct support
	1.5	Explain how to support an individual and others to challenge implementation of assistive technology
2. Understand how assistive technology can support dignity, autonomy, privacy and confidentiality of an individual and others	2.1	Explain ways in which assistive technology can promote: > dignity > autonomy > privacy > confidentiality
	2.2	Explain the potential of assistive technology to breach an individual's: > dignity

		> autonomy > privacy > confidentiality
	2.3	Explain how assistive technology may gather personal data about individuals and others
	2.4	Explain the safeguards that can be put in place to protect personal data
3. Be able to support the dignity, autonomy, privacy and confidentiality of an individual and others in the implementation of assistive technology	3.1	Support an individual and others to understand the benefits of assistive technology to their: > dignity > autonomy > privacy > confidentiality
	3.2	Work with an individual and others to address conflicts between proposed assistive technology solutions and their human rights
	3.3	Support an individual and others to understand the risks of assistive technology to their: > dignity > autonomy > privacy > confidentiality
	3.4	Ensure an individual and others are informed about the use of their personal data

Assessment requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles. Learning Outcome 3 must be assessed in the work setting.

Additional Information	
Whole unit	**Assistive technology** may include: **Electronic**: e.g.: > sensor mats / pads > pendants / telecare > echo bot / reminding tool > keypad entries > keys with lights > applications for budgeting / direction finding / instructions > talking books **Physical**: e.g.: > kettle tippers > jar openers > special cutlery / utensils > key safe box > stocking aids **Organisational** e.g.: > iPads / apps / tablets > PCs / laptops > video links > webinars > software packages Remotely or virtually operated assistive technology.
Whole unit	An **individual** is someone requiring care or support.
Assessment Criterion 1.5 Learning Outcomes 2, 3	**Others** may include: > colleagues > team members > carers > families > other professionals

Promote assistive technology in social care		
Unit Reference	R/506/8161	
Level	4	
Credit Value	4	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge to promote assistive technology in social care.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand the barriers to assistive technology	1.1	Analyse the barriers for individuals and others to assistive technology: > social > psychological > economic > organisational
	1.2	Analyse barriers of own organisation to the offer of assistive technology including: > policies > procedures > practices > economic
2. Be able to support the organisation to offer assistive technology	2.1	Evaluate how own organisation currently uses assistive technology: > internally > for service delivery
	2.2	Analyse available support networks for users of assistive technology within the organisation
	2.3	Propose a strategy to reduce identified barriers to assistive technology for: > individuals > others > own organisation

	2.4	Contribute to the development of assistive technology: > policies > procedures > practices
	2.5	Obtain feedback from individuals and others to support future developments in the offer of assistive technology
3. Understand the historical context of learning disability	3.1	Evaluate the skills and knowledge of others in using assistive technology
	3.2	Support others' knowledge of assistive technology through: > information > guidance > training/education
	3.3	Support others to implement assistive technology
	3.4	Evaluate the impact of assistive technology on individuals
	3.5	Propose a strategy to support self and others to: > maintain own competence > manage knowledge transfer

Assessment Requirements and Evidence Requirements

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

Learning Outcomes 2 and 3 must be assessed in the work setting.

Additional Information	
Whole unit	**Assistive technology** may include: **Electronic**: e.g.: > sensor mats / pads > pendants / telecare > echo bot / reminding tool > keypad entries > keys with lights > applications for budgeting / direction finding / instructions > talking books **Physical**: e.g.: > kettle tippers > jar openers > special cutlery / utensils > key safe box > stocking aids **Organisational** e.g.: > iPads / apps / tablets > PCs / laptops > video links > webinars > software packages Remotely or virtually operated assistive technology.

End of Life

Understand how to provide support when working in end-of-life care		
Unit Reference	Y/503/8689	
Level	3	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge to provide support when working in end-of-life care.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand current approaches to end-of-life care	1.1	Analyse the impact of national and local drivers on current approaches to end-of-life care
	1.2	Evaluate how a range of tools for end-of-life care can support the individual and others
	1.3	Analyse the stages of the local end of life care pathway
2. Understand an individual's response to their anticipated death	2.1	Evaluate models of loss and grief
	2.2	Describe how to support the individual throughout each stage of grief
	2.3	Explain the need to explore with each individual their own specific areas of concern as they face death
	2.4	Describe how an individual's awareness of spirituality may change as they approach end of life
3. Understand factors regarding communication	3.1	Explain the principles of effective listening and information giving, including the

for those involved in end-of-life care		importance of picking up on cues and non-verbal communication
	3.2	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
	3.3	Give examples of internal and external coping strategies for individuals and others when facing death and dying
	3.4	Explain the importance of ensuring effective channels of communication are in place with others
4. Understand how to support those involved in end-of-life care situations	4.1	Describe possible emotional effects on staff working in end-of-life care situations
	4.2	Evaluate possible sources of support for staff in end-of-life situations
	4.3	Identify areas in group care situations where others may need support in end-of-life care situations
	4.4	Outline sources of emotional support for others in end-of-life care situations
5. Understand how symptoms might be identified in end-of-life care	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
	5.2	Describe how symptoms can cause an individual and others distress and discomfort
	5.3	Describe signs of approaching death
	5.4	Identify different techniques for relieving symptoms
6. Understand advance care planning	6.1	Explain the difference between a care or support plan and an advance care plan
	6.2	Identify where to find additional information about advance care planning

	6.3 6.4	Describe own role in advance care planning 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Understand how to support individuals during the last days of life		
Unit Reference	J/503/8137	
Level	3	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to support individuals during the last days of life.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand common features of support during the last days of life	1.1	Describe the common signs of approaching death
	1.2	Define the circumstances when life-prolonging treatment can be stopped or withheld
	1.3	Analyse the importance of any advance care plan in the last days of life
	1.4	Identify the signs that death has occurred
2. Understand the impact of the last days of life on the individual and others	2.1	Describe the possible psychological aspects of the dying phase for the individual and others
	2.2	Explain the impact of the last days of life on the relationships between individuals and others
	2.3	Outline possible changing needs of the individual during the last days of life
3. Know how to support individuals and others during the last days of life	3.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life

	3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life
	3.3	Describe how to use an integrated care pathway according to agreed ways of working
	3.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working
4. Understand the actions to be taken following an individual's death	4.1	Explain national guidelines, local policies and procedures relating to care after death
	4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care
	4.3	Explain the importance of being knowledgeable about an individual's wishes for their after-death care
	4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
	4.5	Describe ways to support others immediately following the death of a close relative or friend
5. Know how to manage own feelings in relation to an individual's dying or death	5.1	Define possible impact of an individual's death on own feelings
	5.2	Identify available support systems to manage own feelings in relation to an individual's death

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Additional Information	
Assessment Criterion 2.1	The **individual** is the person receiving care or support in the work setting.
Learning Outcomes 2 and 3 Assessment Criterion 4.5	**Others** may be: > Care or support staff > Colleagues > Managers > Non direct care or support staff > Carers > Families > Visitors > Volunteers > Health professionals > Other organisations > Social workers > Occupational therapists > GPs > Speech and language therapists > Physiotherapists > Pharmacists > Nurses > Macmillan nurses > Independent mental capacity advocates > Clinical nurse specialists
Assessment Criterion 3.4	**Agreed ways of working** include policies and procedures where these exist.

Support individuals at end of life		
Unit Reference	A/616/6580	
Level	3	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	This unit is aimed at those working in a wide range of settings. It will enable the learner to understand the aims and principles and factors affecting end of life care, advance care planning, and the role of organisations and support services through the process of dying.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.2)**	
The learner will	**The learner can**	
1. Understand the aims and principles of end-of-life care	1.1	Explain the aims and principles of end-of-life care
	1.2	Analyse the impact of national and local drivers on current approaches to end-of-life care
	1.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care
	1.4	Identify the **key people** and services who may be involved in delivery of end-of-life care
	1.5	Explain the concept of holistic care at the end-of-life
	1.6	Describe the triggers that suggest **individuals** are nearing the end-of-life
2. Understand factors affecting end-of-life care	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death

	2.2	Explain how the beliefs, religion and culture of individuals and key people influence end-of-life care
	2.3	Explain why support for an individual's health and **well-being** may not always relate to their terminal condition
3. Understand advanced 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 advanced 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
	4.5	Give examples of how an individual's **well-being** can be enhanced by: > environmental factors > non-medical interventions > use of equipment and aids

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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles. Learning Outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Additional Information
Key people may include: • family members • friends • others who are important to the well-being of the individual **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Well-being** may include aspects that are: > social > emotional > cultural > spiritual > intellectual > economic > physical > mental

Understand Advance Care Planning		
Unit Reference	K/616/5778	
Level	3	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.6)**	
The learner will	**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 advanced care planning process
	2.9	Identify how an advanced 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information	
Unit guidance	**Advance care planning (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. **Information** may include: > knowledge of illness and prognosis > choices of care and treatment options > resources available for delivery of care **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **DNACPR** often referred to as DNR.

	Individual's capacity refers to being able to make their own decisions, based on the information available and communicate that decision. **Others** may include: • team members • other colleagues • families, carers and advocates.

Support individuals during the last days of life		
Unit Reference	A/616/6045	
Level	4	
Credit Value	5	
Guided Learning (GL)	50	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Understand the impact of the last days of life on the individual and others	1.1	Describe psychological effects of the dying phase on the individual and others
	1.2	Describe the impact of the last days of life on the relationships between individuals and others
2. Understand how to respond to common symptoms in the last days of life	2.1	Describe the common signs of approaching death
	2.2	Explain how to minimise the distress of symptoms related to the last days of life
	2.3	Describe appropriate comfort measures in the final hours of life
	2.4	Explain the circumstances when life-prolonging treatment can be stopped or withheld
	2.5	Identify the signs that death has occurred
3. Be able to support individuals and others during the last days of life	3.1	Demonstrate a range of ways to enhance an individual's well-being during the last days of life

	3.2	Describe ways to support others during an individual's last days of life
	3.3	Work in partnership with others to support the individual's well-being
	3.4	Describe how to use a range of resources for care in the last days of life according to agreed ways of working
	3.5	Support others to understand the process following death according to agreed ways of working
4. Be able to respond to changing needs of an individual during the last days of life	4.1	Explain the importance of following the individual's advanced care plan in the last days of life
	4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working
	4.3	Support the individual when their condition changes according to agreed ways of working
	4.4	Explain the importance of communicating with others during the individual's last days of life
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1	Implement actions immediately after a death that respect the individual's and others preferences and wishes according to agreed ways of working
	5.2	Provide care for the individual after death according to national guidelines, local policies and procedures
	5.3	Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
	5.4	Follow agreed ways of working relating to prevention and control of infection when

		caring for and transferring a deceased person
	5.5	Explain ways to support others immediately following the death of the individual
6. Be able to manage own feelings in relation to an individual's dying or death	6.1	Identify ways to manage own feelings in relation to an individual's death
	6.2	Use sources of support to manage own feelings in relation to an individual's death

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles.

Additional Information
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Others** may include: > Team members > Other colleagues > Those who use or commission their own health or social care services > Families, carers and advocates **Range of ways** may include: > Managing symptoms: Pharmacological and Non-pharmacological > Physical, psychosocial and spiritual care **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers **Preferences** may be based on: > beliefs > values > culture **Sources of support** may include: > Formal support

- Informal support
- Supervision
- Within the organisation
- Beyond the organisation

Substance Misuse

Recognise indications of substance misuse and refer individuals to specialists		
Unit Reference	L/616/6258	
Level	3	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators or substance misuse and refer to appropriate services locally and nationally based on the individual's needs.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Know the regulations and legislation that applies to the misuse use 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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the relevant Assessment Principles. Learning Outcomes 2 and 4 must be assessed in a real work environment.

Additional Information
Substances may include illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents, novel psychoactive compounds.

Support individuals who are substance users		
Unit Reference	A/601/0670	
Level	3	
Credit Value	7	
Guided Learning (GL)	42	
Unit Summary	This unit provides the learner with the knowledge to support individuals who are substance users.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand about different substances, their effects and how they might be used	1.1	Identify the different substances which individuals might use, how they are used and their likely effects
	1.2	Identify the risks involved with substance use both in the short and the long term (e.g. overdose, dependence and associated health risks)
	1.3	Explain legislation, policies and guidelines on the use and storage of substances
2. Enable individuals to adopt safe practices associated with substance use	2.1	Explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use
	2.2	Communicate with individuals in manner that maximise the individuals' understanding
	2.3	Support individuals to discuss their circumstances and history of substance use
	2.4	Advise individuals on ways in which methods of substance use and activities affected by it can be practised more safely

	2.5	Support individuals to dispose of hazardous materials and equipment safely
	2.6	Describe harm reduction strategies, how and why these may differ from individual to individual
	2.7	Identify the potential effects and difficulties that are likely to arise in attempting to cease or reduce substance use and the strategies/methods for alleviating them
3. Support individuals when they have used substances	3.1	Explain relevant policies and procedures for the support of individuals who have used substances
	3.2	Support individuals in a manner appropriate to the substance used, the effect which the substance has had and the condition of the individual
	3.3	Demonstrate how to make the environment as safe as possible, including how and when to move individuals for their own safety
	3.4	Support individuals to meet their own needs and requirements after the effects of the substance have worn off
	3.5	Show when and how to request further support and assistance
	3.6	Report information about episodes of substance use to an appropriate person and record it in the required format
4. Support individuals in reducing substance use	4.1	Assist individuals who have made a commitment to reduce substance use to review their reasons for doing so
	4.2	Offer support to individuals which respects their individual rights, and is appropriate to their needs

	4.3	Assist individuals to review their progress in reducing substance use
	4.4	Describe how to manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided
	4.5	Identify the specialist agencies and support networks involved in supporting substance users

Assessment Requirements and Evidence Requirements

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

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

Simulation is **not permitted** for this unit.

The nature of this unit means that **all** evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities, and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

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

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the effects of substance misuse and the services available in the local community

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. outline the legislation, policies and guidelines on the use and storage of substances?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. explain relevant policies and procedures for the support of individuals who have used substances.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. explain factors that influence individuals to use substances and reasons why individuals decide to reduce or cease substance use.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of his/her performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual
- Confidential case records
- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Provide services to those affected by someone else's substance use		
Unit Reference	M/601/0682	
Level	3	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to understand issues and provide services to those affected by someone else's substance use.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Know about the available support services	1.1	Identify the forms of support which may be available (e.g. counselling, financial, emotional, medical and self-help groups)
	1.2	Identify relevant agencies and services in the local area and how to access them
2. Understand issues that affect children and young people within families affected by drug and alcohol use	2.1	Describe a range of family structures and give examples of how family dynamics work
	2.2	Describe the issues that affect children and young people within families affected by drug and alcohol use
	2.3	Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available
	2.4	Describe the legislation and policies relevant to working with children, young people and families
3. Identify options for individuals affected by	3.1	Demonstrate how motivational techniques may be used.

someone else's substance use	3.2 3.3 3.4	Support the individual to: a) identify issues concerning them b) explore and consider the options open to them c) plan required actions Assist the individual in accessing the required services Support and motivate the individual without infringing the individual's freedom
4. Enable individuals affected by someone else's substance use to review the effectiveness of selected options	4.1 4.2 4.3	Support the individual to review and feedback on: a) progress b) the effectiveness of support obtained Identify any significant positive changes in the individual Complete reports accurately and store records which maintain the individual's confidentiality

Assessment Requirements and Evidence Requirements

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

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

Simulation **is not permitted** for this unit.

The nature of this unit means that most **all** of the evidence must come from real work activities.
The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities, and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

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

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the services available in the local community for those affected by someone else's drug, alcohol and substance use.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records and care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. identify the relevant agencies and services in the local area and how to access them.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the issues that affect children and young people within families affected by drug and alcohol use.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of the performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual
- Confidential case records
- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Increase awareness about drugs, alcohol or other substances with individuals and groups		
Unit Reference	H/501/0586	
Level	3	
Credit Value	7	
Guided Learning (GL)	42	
Unit Summary	This unit provides the learner with the knowledge to increase awareness about substance use.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand legislation and policy relevant to substance use	1.1	Identify the legislation which relates to substance use and describe the difference between legal and illegal drugs
	1.2	Describe government policy in relation to substance use services e.g. prevention, treatment and rehabilitation
	1.3	Identify key organisations that are designed to deliver the government's strategy on drugs and alcohol
	1.4	Describe the legislation, policy and procedures regarding equality and confidentiality of information
2. Understand substance use, its effects and treatments	2.1	Describe the different substances which are available and the effects they have on the body e.g. stimulants, sedatives and hallucinogenics
	2.2	Identify the street names for substances, and how these change over time and in different locations
	2.3	Describe the dangers of substance use e.g. related to quantity, frequency, purity and polydrug use

	2.4	Describe the methods of substance use and the risks associated with the different methods
	2.5	Explain the inter-relationship between the background of individuals and the effect of substances on them: e.g. experience and expectations, mental and psychological state, physical health etc
	2.6	Identify reasons why individuals use substances and the influence on substance use of individuals' age, gender, economic disadvantage and/or emotional deprivation
	2.7	Describe the relationship between substance use, crime and antisocial behaviour
3. Increase individuals' knowledge and values about substances	3.1	Enable individuals to talk about and identify what they know and understand about substance use
	3.2	Support individuals to explore their feelings and values about substance use
	3.3	Interact with individuals in a manner that encourages an open exchange of views and is non-judgmental
4. Increase individuals' knowledge and understanding of substances	4.1	Identify the gaps in individuals' knowledge and understanding about substances, their use and effects
	4.2	Demonstrate how the values and beliefs of individuals may need to be challenged in their own interests and those of others
	4.3	Provide learning opportunities in a manner sensitive to individuals' needs and confidence
	4.4	Ensure that the content of the learning provision is accurate and based on up-to-date evidence

Assessment Requirements and Evidence Requirements

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

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

Simulation is **not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

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

Work products: these are non-confidential records made, or contributed to, by the learner e.g. promotional material relating to the nature of substance misuse.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. case records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. what are the key organisations that deliver the government's strategy on drugs and alcohol?

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. describe the legislation, policy and procedures regarding equality and confidentiality of information.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the interrelationship between the background of individuals and the effect of substances on them.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual or group
- Confidential case records and/or promotional material prepared
- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Carry out comprehensive substance misuse assessment		
Unit Reference	K/501/0587	
Level	3	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to carry out comprehensive substance misuse assessments.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand the signs and implications of a range of substance misuse related problems	1.1	Describe the different substances which individuals might use, how they are used and their likely effects
	1.2	Identify challenges often associated with substance misuse e.g. significant psychiatric and or physical co-morbidity, children at risk, social problems, legal problems
	1.3	Explain ways of keeping knowledge about substances and indications of substance misuse up to date
	1.4	Describe the jargon used by substance misusers in the locality
2. Understand the range of substance misuse services and interventions	2.1	Describe the range of treatment interventions and assessment services available in the locality
	2.2	Describe the eligibility criteria and protocols for accessing services in the locality

	2.3	Explain how to respond to individuals who do not want to be referred to other services
3. Prepare for comprehensive substance misuse assessment	3.1	Obtain information on individuals from previous assessments carried out by other services in line with protocols
	3.2	Establish any particular needs of the individual which will need to be taken into account during the assessment
	3.3	Fully and accurately record arrangements for the assessment in line with the organisation's procedures
4. Assess possible risks to the individual	4.1	Demonstrate how to assess the risk to individuals from their substance misuse and/or co-existent problems
	4.2	Explain the importance of regularly reviewing risk assessments
	4.3	Demonstrate that the risk assessment takes account of the individual's needs and the legal duty of care to the individual and others
5. Assess individuals' substance misuse and related problems	5.1	Involve the individual in the assessment as far as possible, according to their capability
	5.2	Assess the nature of the individual's substance misuse problems and other problems
	5.3	Assess the individual's understanding of services available and readiness to engage in a treatment programme
	5.4	Conduct the assessment in line with locally agreed criteria and using standardised documentation
	5.5	Manage challenging, abusive, aggressive or chaotic behaviour

	5.6	Seek clear conclusions from the assessment to inform the development of a comprehensive care plan
	5.7	Explain how to involve adults with parental responsibility in the assessment and referral of children and young people
	5.8	Describe how to take account of a child or young person's age and maturity when involving them in assessment
	5.9	Describe the principles of the relevant legislation
6. Follow up the assessment process	6.1	Keep accurate, legible and complete records of the assessment
	6.2	Continue assessment at appropriate intervals once the individual has commenced a care plan
	6.3	Provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
	6.4	Ensure consistency of approach with other members of the substance misuse service team

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles. Any skills-based element within the unit must be assessed in the workplace or using workplace-based evidence. Simulation is **not permitted** for this unit. The nature of this unit means that **all** of the evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities, and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

Assessment criteria 5.7 may be difficult to evidence by observation and/or expert witness testimony because it refers to contingencies or infrequently occurring activities.

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

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. explanatory leaflets regarding the assessment process.

Confidential records: these may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. assessment records, case records, care plans.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. outline the jargon used by substance misusers in the locality.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. outline how they have conducted the assessment in line with locally agreed criteria.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. explain how to involve adults with parental responsibility in the assessment and referral of children and young people.

Witness testimony: colleagues, allied professionals and individuals with whom the learner works may be able to provide testimony of the learner's performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual
- Confidential assessment records and case records
- The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Support individuals through detoxification programmes		
Unit Reference	K/501/0590	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge to support individuals through detoxification programmes.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand how assessments should be undertaken	1.1	Explain how requests for assessment should be prioritised in line with an organisation's criteria
	1.2	Describe how to arrange for a comprehensive substance review and risk assessment
	1.3	Describe how individuals may be involved in the assessment of their needs
	1.4	Explain how individual motivation and readiness to engage in a treatment programme are assessed
	1.5	Explain how information obtained during an assessment should be passed to another organisation in line with local protocols
	1.6	Explain why it is important to assess and review risk to individuals and others from substance misuse on a regular basis
2. Introduce individuals to detoxification programmes	2.1	Implement the locally agreed criteria for admission of individuals to a detoxification programme

	2.2	Explain what should be taken into account to establish the correct level of urgency for admission to a detoxification programme
	2.3	Demonstrate the advice and information that should be provided to individuals prior to a detoxification programme
	2.4	Describe what a 'contract of care' includes and the respective responsibilities of the individual and the service during a detoxification programme
	2.5	Demonstrate ways in which significant others and carers may become involved in an individual's detoxification programme
3. Develop and review detoxification treatment and care plans	3.1	Demonstrate how to co-ordinate detoxification treatment within a care plan which involves the individual and members of other service teams as appropriate
	3.2	Show how to review expectations and plans with individuals who are not yet able to complete the detoxification programme
	3.3	Review assessments at appropriate intervals once an individual has commenced a programme of care
	3.4	Describe the evidence base for the likely outcomes of detoxification programmes
4. Manage closure of individuals' detoxification programmes	4.1	Arrange a discharge planning meeting with members from other service providers in order to formalise an ongoing care plan
	4.2	Establish active co-ordination between detoxification and rehabilitative services after discharge
	4.3	Complete case closure information promptly and accurately for individuals

		who have achieved abstinence and left the programme

Assessment Requirements and Evidence Requirements

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

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

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of the learner's evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some part of this unit.

If the assessor is unable to observe the learner, s/he will identify an expert witness in the workplace who will provide testimony of the learner's work-based performance. The assessor or expert witness will observe the learner in real work activities, and this is likely to provide most of the evidence for the assessment criteria for this unit.

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

Work products: these are non-confidential records made, or contributed to, by the learner, e.g. explanatory leaflets regarding detoxification programmes.

Confidential records: these may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio e.g. care plans, contracts of care, case records.

Questioning: questions may be oral or written. In each case the question and the learner's answer will need to be recorded e.g. explain how requests for assessment should be prioritised in line with an organisation's criteria.

Professional discussion: this should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application, e.g. outline the locally agreed criteria for admission of individuals to a detoxification programme.

Original certificates: certificates of training and records of attendance must be authentic, current and valid. The assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice, e.g. Certificate/Progression Award in Drug and Alcohol Services.

Case studies, projects, assignments and candidate/reflective accounts of the learner's work: these methods are most appropriately used to cover any outstanding areas of the qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the evidence for this unit e.g. describe the evidence base for the likely outcome of detoxification programmes.

Witness testimony: colleagues, allied professionals and individuals with whom you work may be able to provide testimony of the performance. The assessor will help the learner to identify the appropriate use of witnesses.

Unit guidance

The evidence for this unit is likely to come from:

- The observation of the learner working with an individual
- Confidential care plans and case records

- The learner's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.