

Level 2/3 Award/ Certificate in Supporting Individuals with Learning Disabilities (4200-21/22/31/32)

April 2011

Version 1.1 (June 2011)



Qualification at a glance

| | |
|---------------------------------------|--|
| Subject area | Supporting Individuals with Learning Disabilities |
| Registration and certification | See Online Catalogue/Walled Garden for last dates |
| Age group approved | These qualifications would be suitable for anyone aged 16 or older. |
| Entry requirements | <p>There are no formal prerequisites for the level 2 qualifications.</p> <p>It is assumed that candidates taking the level 3 qualifications will have access to current learning disability practice. Past experience of the learning disability sector is relevant, and may be a useful reference for candidates in preparing assignment work, but centres must be able to ensure that candidates have sufficient access to appropriate, current practice to enable completion of practical activities and assignments to the required standard. This may mean arranging access to work placements.</p> |
| Assessment | <p>Each unit will be assessed by either an assignment or a portfolio of evidence. The assignments have specific marking criteria associated with each one. Centres and assessors will internally mark candidates' assignments against these marking criteria. The portfolios of evidences involve candidates collecting documental and other evidence to show they have demonstrated the assessment criteria, often practically.</p> <p>The marking and the portfolios will then be externally verified for consistency and quality assurance purposes.</p> |
| Automatic approval | <p>Centres approved to offer:</p> <p>Levels 2 and 3 Induction Award in Supporting People with a Learning Disability (3100) are automatically approved for Level 2 and 3 Award/Certificate in Supporting Individuals with Learning Disabilities (4200).</p> |
| Fast track approval | <p>Centres approved to offer:</p> <ul style="list-style-type: none"> Levels 2 and 3 Working with People who have Learning Disabilities (3135) <p>can apply for fast track approval for Level 2 and 3 Award/Certificate in Supporting Individuals with Learning Disabilities (4200).</p> |

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| Support materials | <p>City & Guilds provides the following publications and resources specifically for this qualification</p> <ul style="list-style-type: none"> • Qualification handbooks • Fast track approval forms • Assignment guides |
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| Title and level | City & Guilds number | Accreditation number |
|--|---------------------------------|-----------------------------|
| Level 2 Award in Supporting Individuals with Learning Disabilities | 4200-21 | 600/1011/3 |
| Level 2 Certificate in Supporting Individuals with Learning Disabilities | 4200-22 | 600/1010/1 |
| Level 3 Award in Supporting Individuals with Learning Disabilities | 4200-31 | 600/1061/7 |
| Level 3 Certificate in Supporting Individuals with Learning Disabilities | 4200-32 | 600/0673/0 |



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

| Area | Description |
|---|---|
| Who are the qualifications for? | <p>These qualifications provide an opportunity to develop knowledge and skills around supporting individuals with a learning disability.</p> <p>All units provide the opportunity for Continuing Professional Development. Some of the Level 3 units also confirm competence and evidence will be generated in a work environment. The units offered within these qualifications mirror those offered within the Learning Disabilities Pathway through the HSC Diploma in England.</p> |
| What do the qualifications cover? | <p>The qualifications are important for supporting workers in developing their knowledge, skills and understanding of people that have learning disabilities.</p> |
| Are the qualifications part of a framework or initiative? | <p>These qualifications are on the Qualification and Credit Framework and are part of the Health & Social Care Diplomas.</p> |
| What opportunities for progression are there? | <p>This qualification is relevant to people doing or wanting to do a number of roles, such as care workers or healthcare assistants. They allow candidates to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none"> • 4222: Diplomas in Health and Social Care • 3561: Working in Community Mental Health Care • 3565: Level 3 in Dementia Care • 3062: Supporting the Mental Health and Well-being of Older People |

To achieve the **Level 2 Award in Supporting Individuals with Learning Disabilities**, learners must achieve a minimum of **12** credits:

- 4 credits from the mandatory units in Group A and a minimum of 8 credits from the optional units in Group B.
- A minimum of 7 credits must be achieved at Level 2.

Where a barred combination is shown between units in Group B this does not mean that learners cannot achieve both units. The bar is on claiming credit for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|--------------------------------|----------------------|--|--------------|------------------------------------|
| Mandatory units Group A | | | | |
| K/601/5315 | 4200-209 | Understand the context of supporting individuals with learning disabilities | 4 | |
| Optional units Group B | | | | |
| J/601/2874 | 4200-201 | Dementia awareness | 2 | |
| A/601/2886 | 4200-202 | Understand equality, diversity and inclusion in dementia care | 2 | |
| Y/601/8632 | 4200-203 | Support participation in learning and development activities | 3 | |
| T/601/8637 | 4200-204 | Support independence in the tasks of daily living | 5 | |
| A/601/8025 | 4200-205 | Provide support for journeys | 2 | |
| A/601/7926 | 4200-206 | Support individuals to access and use information about services and facilities | 3 | |
| L/601/9471 | 4200-207 | Contribute to supporting group care activities | 3 | |
| A/601/9546 | 4200-208 | Contribute to support of positive risk-taking for individuals | 3 | Cannot be taken with 4200-212 |
| L/601/6442 | 4200-210 | Support person-centred thinking and planning | 5 | |
| Y/601/7352 | 4200-211 | Provide active support | 3 | |
| K/601/6285 | 4200-212 | Principles of positive risk taking for individuals with disabilities | 2 | Cannot be taken with 4200-208 |
| K/601/9963 | 4200-213 | Support individuals to maintain personal hygiene | 2 | Cannot be taken with 4200-224 |
| J/602/0036 | 4200-214 | Contribute to supporting individuals with a learning disability to access healthcare | 3 | Cannot be taken with 4200-215 |
| T/601/8654 | 4200-215 | Principles of supporting individuals with a learning disability to access healthcare | 3 | Cannot be taken with 4200-214 |
| M/601/5316 | 4200-216 | Introductory awareness of Autistic Spectrum Conditions | 2 | |
| L/601/6117 | 4200-217 | Understand physical disability | 2 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|---------------------------------|---|---------------------|---|
| F/601/5465 | 4200-218 | Introduction to communication in health, social care or children's and young people's settings | 3 | |
| F/601/3442 | 4200-219 | Introductory awareness of sensory loss | 2 | |
| A/601/4895 | 4200-220 | Contribute to the support of individuals with multiple conditions/disabilities | 3 | |
| H/601/3451 | 4200-221 | Contribute to the support of the use of assistive technology | 3 | |
| F/601/5160 | 4200-222 | Support individuals to negotiate environments | 4 | |
| Y/601/3446 | 4200-223 | Introductory awareness of models of disability | 2 | |
| H/601/5703 | 4200-224 | Principles of supporting an individual to maintain personal hygiene | 1 | Cannot be taken with 4200-213 |
| M/502/3146 | 4200-301 | Purpose and principles of independent advocacy | 4 | |
| F/602/0097 | 4200-304 | Understand mental well-being and mental health promotion | 3 | |
| J/602/0103 | 4200-305 | Understand mental health problems | 3 | |
| R/601/8578 | 4200-313 | Support individuals in their relationships | 4 | |
| T/601/8282 | 4200-316 | Support individuals with specific communication needs | 5 | |
| M/601/7907 | 4200-317 | Support individuals during a period of change | 4 | |
| H/601/8147 | 4200-319 | Work in partnership with families to support individuals | 4 | |
| F/601/3764 | 4200-320 | Promote positive behaviour | 6 | |
| A/601/6274 | 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 3 | |
| F/602/0049 | 4200-331 | Support young people with a disability to make the transition into adulthood | 5 | Cannot be taken with 4200-332 |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|----------------------|---|--------------|------------------------------------|
| M/601/7227 | 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | 3 | Cannot be taken with 4200-331 |
| K/601/7047 | 4200-333 | Support parents with disabilities | 6 | |
| J/602/0053 | 4200-334 | Support individuals with self-directed support | 5 | Cannot be taken with 4200-335 |
| M/601/7048 | 4200-335 | Principles of self-directed support | 3 | Cannot be taken with 4200-334 |

To achieve the **Level 2 Certificate in Supporting Individuals with Learning Disabilities**, learners must achieve a minimum of **21** credits:

- 12 credits from the mandatory units in Group A and a minimum of 9 credits from the optional units in Group B.

Where a barred combination is shown between units in Group B this does not mean that learners cannot achieve both units. The bar is on claiming credit for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|--------------------------------|----------------------|--|--------------|------------------------------------|
| Mandatory units Group A | | | | |
| K/601/5315 | 4200-209 | Understand the context of supporting individuals with learning disabilities | 4 | |
| L/601/6442 | 4200-210 | Support person-centred thinking and planning | 5 | |
| F/601/5465 | 4200-218 | Introduction to communication in health, social care or children's and young people's settings | 3 | |
| Optional units Group B | | | | |
| J/601/2874 | 4200-201 | Dementia awareness | 2 | |
| A/601/2886 | 4200-202 | Understand equality, diversity and inclusion in dementia care | 2 | |
| Y/601/8632 | 4200-203 | Support participation in learning and development activities | 3 | |
| T/601/8637 | 4200-204 | Support independence in the tasks of daily living | 5 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|----------------------|--|--------------|------------------------------------|
| A/601/8025 | 4200-205 | Provide support for journeys | 2 | |
| A/601/7926 | 4200-206 | Support individuals to access and use information about services and facilities | 3 | |
| L/601/9471 | 4200-207 | Contribute to supporting group care activities | 3 | |
| A/601/9546 | 4200-208 | Contribute to support of positive risk-taking for individuals | 3 | Cannot be taken with 4200-212 |
| Y/601/7352 | 4200-211 | Provide active support | 3 | |
| K/601/6285 | 4200-212 | Principles of positive risk taking for individuals with disabilities | 2 | Cannot be taken with 4200-208 |
| K/601/9963 | 4200-213 | Support individuals to maintain personal hygiene | 2 | Cannot be taken with 4200-224 |
| J/602/0036 | 4200-214 | Contribute to supporting individuals with a learning disability to access healthcare | 3 | Cannot be taken with 4200-215 |
| T/601/8654 | 4200-215 | Principles of supporting individuals with a learning disability to access healthcare | 3 | Cannot be taken with 4200-214 |
| M/601/5316 | 4200-216 | Introductory awareness of Autistic Spectrum Conditions | 2 | |
| L/601/6117 | 4200-217 | Understand physical disability | 2 | |
| F/601/3442 | 4200-219 | Introductory awareness of sensory loss | 2 | |
| A/601/4895 | 4200-220 | Contribute to the support of individuals with multiple conditions/disabilities | 3 | |
| H/601/3451 | 4200-221 | Contribute to the support of the use of assistive technology | 3 | |
| F/601/5160 | 4200-222 | Support individuals to negotiate environments | 4 | |
| Y/601/3446 | 4200-223 | Introductory awareness of models of disability | 2 | |
| H/601/5703 | 4200-224 | Principles of supporting an individual to maintain personal hygiene | 1 | Cannot be taken with 4200-213 |
| M/502/3146 | 4200-301 | Purpose and principles of independent advocacy | 4 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|----------------------|---|--------------|------------------------------------|
| F/602/0097 | 4200-304 | Understand mental well-being and mental health promotion | 3 | |
| J/602/0103 | 4200-305 | Understand mental health problems | 3 | |
| R/601/8578 | 4200-313 | Support individuals in their relationships | 4 | |
| T/601/8282 | 4200-316 | Support individuals with specific communication needs | 5 | |
| M/601/7907 | 4200-317 | Support individuals during a period of change | 4 | |
| F/601/3764 | 4200-320 | Promote Positive Behaviour | 6 | |
| A/601/6274 | 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 3 | |
| F/602/0049 | 4200-331 | Support young people with a disability to make the transition into adulthood | 5 | Cannot be taken with 4200-332 |
| M/601/7227 | 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | 3 | Cannot be taken with 4200-331 |
| K/601/7047 | 4200-333 | Support parents with disabilities | 6 | |
| J/602/0053 | 4200-334 | Support individuals with self-directed support | 5 | Cannot be taken with 4200-335 |
| M/601/7048 | 4200-335 | Principles of self-directed support | 3 | Cannot be taken with 4200-334 |

To achieve the **Level 3 Award in Supporting Individuals with Learning Disabilities**, learners must achieve **12** credits:

- 4 credits from the mandatory units in Group A and a minimum of 8 credits from the optional units in Group B.
- A minimum of 7 credits must be achieved at Level 3.

Where a barred combination is shown between units in Group B this does not mean that learners cannot achieve both units. The bar is on claiming credit for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|--------------------------------|----------------------|--|--------------|------------------------------------|
| Mandatory units Group A | | | | |
| K/601/5315 | 4200-209 | Understand the context of supporting individuals with learning disabilities | 4 | |
| Optional units Group B | | | | |
| K/601/9963 | 4200-213 | Support individuals to maintain personal hygiene | 2 | Cannot be taken with 4200-224 |
| F/601/5465 | 4200-218 | Introduction to communication in health, social care or children's and young people's settings | 3 | |
| H/601/5703 | 4200-224 | Principles of supporting an individual to maintain personal hygiene | 1 | Cannot be taken with 4200-213 |
| M/502/3146 | 4200-301 | Purpose and principles of independent advocacy | 4 | |
| T/502/3147 | 4200-302 | Providing independent advocacy support | 6 | |
| A/502/3148 | 4200-303 | Maintaining the independent advocacy relationship | 6 | |
| F/602/0097 | 4200-304 | Understand mental well-being and mental health promotion | 3 | |
| J/602/0103 | 4200-305 | Understand mental health problems | 3 | |
| J/601/3538 | 4200-306 | Understand the process and experience of dementia | 3 | |
| Y/601/3544 | 4200-307 | Understand the diversity of individuals with dementia and the importance of inclusion | 3 | |
| L/601/8028 | 4200-308 | Provide support to maintain and develop skills for everyday life | 4 | |
| L/601/8644 | 4200-309 | Support individuals in learning or development activities | 5 | |
| M/601/9611 | 4200-310 | Prepare to support individuals within a shared lives arrangement | 4 | |
| F/601/7927 | 4200-311 | Support individuals to access and use services and facilities | 4 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|---------------------------------|---|---------------------|---|
| J/601/9601 | 4200-312 | Provide support for individuals within a shared lives arrangement | 5 | |
| R/601/8578 | 4200-313 | Support individuals in their relationships | 4 | |
| D/601/7904 | 4200-314 | Support individuals to manage their finances | 3 | |
| K/601/7906 | 4200-315 | Support individuals to access housing and accommodation services | 4 | |
| T/601/8282 | 4200-316 | Support individuals with specific communication needs | 5 | |
| M/601/7907 | 4200-317 | Support individuals during a period of change | 4 | |
| T/601/7908 | 4200-318 | Support individuals to prepare for and settle in to new home environments | 3 | |
| H/601/8147 | 4200-319 | Work in partnership with families to support individuals | 4 | |
| F/601/3764 | 4200-320 | Promote positive behaviour | 6 | |
| K/601/9185 | 4200-321 | Support families in maintaining relationships in their wider social structures | 4 | |
| A/601/7215 | 4200-325 | Support person-centred thinking and planning | 5 | |
| D/601/7353 | 4200-326 | Promote active support | 5 | |
| J/601/6293 | 4200-327 | Understand positive risk-taking for individuals with disabilities | 3 | Cannot be taken with 4200-324 |
| L/601/9549 | 4200-324 | Support positive risk taking for individuals | 4 | Cannot be taken with 4200-327 |
| A/601/6274 | 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 3 | |
| J/601/8657 | 4200-329 | Support individuals with a learning disability to access healthcare | 3 | |
| T/601/5317 | 4200-330 | Understand how to support individuals with autistic spectrum conditions | 3 | |
| F/602/0049 | 4200-331 | Support young people with a disability to make the transition into adulthood | 5 | Cannot be taken with 4200-332 |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|----------------------|---|--------------|------------------------------------|
| M/601/7227 | 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | 3 | Cannot be taken with 4200-331 |
| K/601/7047 | 4200-333 | Support parents with disabilities | 6 | |
| J/602/0053 | 4200-334 | Support individuals with self-directed support | 5 | Cannot be taken with 4200-335 |
| M/601/7048 | 4200-335 | Principles of self-directed support | 3 | Cannot be taken with 4200-334 |
| J/601/6150 | 4200-336 | Understand physical disability | 3 | |
| D/601/5750 | 4200-337 | Support families who have a child with a disability | 3 | |
| J/601/1434 | 4200-338 | Promote communication in health, social care or children's and young people's settings | 3 | |
| M/601/3467 | 4200-339 | Understand sensory loss | 3 | |
| F/601/3473 | 4200-340 | Understand models of disability | 3 | |
| A/601/5190 | 4200-341 | Support individuals with multiple conditions and/or disabilities | 4 | |
| R/601/5180 | 4200-342 | Enable individuals to negotiate environments | 5 | |
| J/601/3541 | 4200-401 | Support individuals in the use of assistive technology | 4 | |
| H/601/3546 | 4200-402 | Support individuals to access education, training or employment | 4 | |

To achieve the **Level 3 Certificate in Supporting Individuals with Learning Disabilities**, learners must achieve a minimum of **23** credits:

- 12 credits from the mandatory units in Group A and a minimum of 11 credits from the optional units in Group B.
- A minimum of 17 credits must be achieved at Level 3.

Where a barred combination is shown between units in Group B this does not mean that learners cannot achieve both units. The bar is on claiming credit for both units, where the same knowledge occurs in a knowledge unit and its related competence unit.

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|--------------------------------|----------------------|---|--------------|------------------------------------|
| Mandatory units Group A | | | | |
| K/601/5315 | 4200-209 | Understand the context of supporting individuals with learning disabilities | 4 | |
| A/601/7215 | 4200-325 | Support person-centred thinking and planning | 5 | |
| J/601/1434 | 4200-338 | Promote communication in health, social care or children's and young people's settings | 3 | |
| Optional units Group B | | | | |
| K/601/9963 | 4200-213 | Support individuals to maintain personal hygiene | 2 | Cannot be taken with 4200-224 |
| H/601/5703 | 4200-224 | Principles of supporting an individual to maintain personal hygiene | 1 | Cannot be taken with 4200-213 |
| M/502/3146 | 4200-301 | Purpose and principles of independent advocacy | 4 | |
| T/502/3147 | 4200-302 | Providing independent advocacy support | 6 | |
| A/502/3148 | 4200-303 | Maintaining the independent advocacy relationship | 6 | |
| F/602/0097 | 4200-304 | Understand mental well-being and mental health promotion | 3 | |
| J/602/0103 | 4200-305 | Understand mental health problems | 3 | |
| J/601/3538 | 4200-306 | Understand the process and experience of dementia | 3 | |
| Y/601/3544 | 4200-307 | Understand the diversity of individuals with dementia and the importance of inclusion | 3 | |
| L/601/8028 | 4200-308 | Provide support to maintain and develop skills for everyday life | 4 | |
| L/601/8644 | 4200-309 | Facilitate learning and development activities to meet individual needs and preferences | 5 | |
| M/601/9611 | 4200-310 | Prepare to support individuals within a shared lives arrangement | 4 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|----------------------|---|--------------|------------------------------------|
| F/601/7927 | 4200-311 | Support individuals to access and use services and facilities | 4 | |
| J/601/9601 | 4200-312 | Provide support for individuals within a shared lives arrangement | 5 | |
| R/601/8578 | 4200-313 | Support individuals in their relationships | 4 | |
| D/601/7904 | 4200-314 | Support individuals to manage their finances | 3 | |
| K/601/7906 | 4200-315 | Support individuals to access housing and accommodation services | 4 | |
| T/601/8282 | 4200-316 | Support individuals with specific communication needs | 5 | |
| M/601/7907 | 4200-317 | Support individuals during a period of change | 4 | |
| T/601/7908 | 4200-318 | Support individuals to prepare for and settle in to new home environments | 3 | |
| H/601/8147 | 4200-319 | Work in partnership with families to support individuals | 4 | |
| F/601/3764 | 4200-320 | Promote positive behaviour | 6 | Cannot be taken with 4200-323 |
| K/601/9185 | 4200-321 | Support families in maintaining relationships in their wider social structures | 4 | |
| L/601/9034 | 4200-322 | Enable individuals with behavioural difficulties to develop strategies to change their behaviour | 8 | |
| T/601/9738 | 4200-323 | Implement the Positive Behavioural Support model | 8 | Cannot be taken with 4200-320 |
| L/601/9549 | 4200-324 | Support positive risk taking for individuals | 4 | Cannot be taken with 4200- 327 |
| D/601/7353 | 4200-326 | Promote active support | 5 | |
| J/601/6293 | 4200-327 | Understand positive risk-taking for individuals with disabilities | 3 | Cannot be taken with 4200- 324 |
| A/601/6274 | 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | 3 | |

| UAN | City & Guilds number | Unit title | Credit value | Excluded unit combination (if any) |
|------------|---------------------------------|---|---------------------|---|
| J/601/8657 | 4200-329 | Support individuals with a learning disability to access healthcare | 3 | |
| T/601/5317 | 4200-330 | Understand how to support individuals with autistic spectrum conditions | 3 | |
| F/602/0049 | 4200-331 | Support young people with a disability to make the transition into adulthood | 5 | Cannot be taken with 4200-332 |
| M/601/7227 | 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | 3 | Cannot be taken with 4200-331 |
| K/601/7047 | 4200-333 | Support parents with disabilities | 6 | |
| J/602/0053 | 4200-334 | Support individuals with self-directed support | 5 | Cannot be taken with 4200-335 |
| M/601/7048 | 4200-335 | Principles of self-directed support | 3 | Cannot be taken with 4200-334 |
| J/601/6150 | 4200-336 | Understand physical disability | 3 | |
| D/601/5750 | 4200-337 | Support families who have a child with a disability | 3 | |
| M/601/3467 | 4200-339 | Understand sensory loss | 3 | |
| F/601/3473 | 4200-340 | Understand models of disability | 3 | |
| A/601/5190 | 4200-341 | Support individuals with multiple conditions and/or disabilities | 4 | |
| J/601/3541 | 4200-401 | Support individuals in the use of assistive technology | 4 | |
| H/601/3546 | 4200-402 | Support individuals to access education, training or employment | 4 | |
| R/601/5180 | 4200-342 | Enable individuals to negotiate environments | 5 | |



2 Centre requirements

2.1 Approval

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area:

- Levels 2 and 3 Working with People who have Learning Disabilities (3135)

can apply for fast track approval for Level 2 and 3 Award/Certificate in Supporting Individuals with Learning Disabilities (4200) using the fast track approval forms, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Automatic approval

Centres will be automatically approved:

| From | To |
|--|---|
| 3100-02: Level 2 Induction Award in supporting people with a learning disability | 4200-21: Level 2 Award in Supporting Individuals with Learning Disabilities And 4200-22: Level 2 Certificate in Supporting Individuals with Learning Disabilities |
| 3100-92: Level 2 Induction Award in supporting people with a learning disability | 4200-92: Level 2 Award/Cert in Supporting Individuals with Learning Disabilities |
| 3100-03: Level 3 Induction Award in supporting people with a learning disability | 4200-31: Level 3 Award in Supporting Individuals with Learning Disabilities And 4200-32: Level 3 Certificate in Supporting Individuals with Learning Disabilities |
| 3100-93: Level 3 Induction Award in supporting people with a learning disability | 4200-93: Level 3 Award/Cert in Supporting Individuals with Learning Disabilities |

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

2.2 Resource requirements

Centre staffing

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of caring for people with Learning Disabilities for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors

Assessment decisions for **competence based learning outcomes** (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

The assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
 - D32/D33 or A1
 - The AI replacements (e.g. City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
 - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier.

Assessment decisions for **knowledge based learning outcomes** must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317
 - Level 3 Award in Assessing Vocational Competence
 - Level 3 Award in Assessing Vocationally Related Achievement
 - Level 3 Certificate in Assessing Vocational Achievement
 - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

Internal verifiers

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

Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise.
- have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Occupational competence and knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

2.3 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully. Additionally, candidates would be expected to work with or care for individuals with learning disabilities, in a paid, voluntary or personal capacity.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.



3 Delivering the qualification

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure that candidates fully understand the requirements of the qualification they will work towards, their responsibilities as candidates and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

The importance of maintaining confidentiality is paramount. Candidates must ensure that names of individual clients and carers are not disclosed in any part of their work in order to preserve confidentiality.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

3.3 Support materials

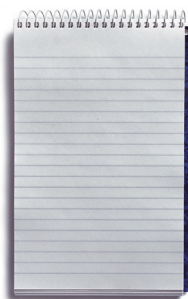
The following resources are available for these qualifications:

| Description | How to access |
|---------------------------------|------------------------|
| Assignment guide for centres | City & Guilds web site |
| Assignment guide for candidates | City & Guilds web site |
| Promotional materials | City & Guilds web site |
| Fast track approval forms | City & Guilds web site |

3.4 Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.



4 Assessment

4.1 Assessment of the qualification

Candidates must successfully complete the assessment as described in each unit summary.

The candidate will complete for each unit either

- one assignment or
- have a completed portfolio of evidence.

City & Guilds has written the following assessments to use with this qualification:

- assignments, including different versions

| Unit | Title | Assessment method | Where to obtain assessment materials |
|----------|---|-------------------|--------------------------------------|
| 4200-201 | Dementia awareness | Assignment | City & Guilds web site |
| 4200-202 | Understand equality, diversity and inclusion in dementia care | Assignment | City & Guilds web site |
| 4200-203 | Support participation in learning and development activities | Portfolio | |
| 4200-204 | Support independence in the tasks of daily living | Portfolio | |
| 4200-205 | Provide support for journeys | Portfolio | |
| 4200-206 | Support individuals to access and use information about services and facilities | Portfolio | |
| 4200-207 | Contribute to supporting group care activities | Portfolio | |
| 4200-208 | Contribute to the support of positive risk-taking for individuals | Portfolio | |
| 4200-209 | Understand the context of supporting individuals with learning disabilities | Assignment | City & Guilds web site |
| 4200-210 | Support person-centred thinking and planning | Portfolio | |
| 4200-211 | Provide active support | Portfolio | |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|--|--------------------------|---|
| 4200-212 | Principles of positive risk taking for individuals with disabilities | Assignment | City & Guilds web site |
| 4200-213 | Support individuals to maintain personal hygiene | Portfolio | |
| 4200-214 | Contribute to supporting individuals with a learning disability to access healthcare | Portfolio | |
| 4200-215 | Principles of supporting an individual to access healthcare | Assignment | City & Guilds web site |
| 4200-216 | Introductory awareness of Autistic Spectrum Conditions | Assignment | City & Guilds web site |
| 4200-217 | Understand physical disability | Assignment | City & Guilds web site |
| 4200-218 | Introduction to communication in health, social care or children's and young people's settings | Portfolio | |
| 4200-219 | Introductory awareness of sensory loss | Assignment | City & Guilds web site |
| 4200-220 | Contribute to the support of individuals with multiple conditions and/or disabilities | Portfolio | |
| 4200-221 | Contribute to the support of the use of assistive technology | Portfolio | |
| 4200-222 | Support individuals to negotiate environments | Portfolio | |
| 4200-223 | Introductory awareness of models of disability | Assignment | City & Guilds web site |
| 4200-224 | Principles of supporting an individual to maintain personal hygiene | Assignment | City & Guilds web site |
| 4200-301 | Purpose and principles of independent advocacy | Assignment | City & Guilds web site |
| 4200-302 | Providing independent advocacy support | Portfolio | |
| 4200-303 | Maintaining the independent advocacy relationship | Portfolio | |
| 4200-304 | Understand mental well-being and mental health promotion | Assignment | City & Guilds web site |
| 4200-305 | Understand mental health problems | Assignment | City & Guilds web site |
| 4200-306 | Understand the process and experience of dementia | Assignment | City & Guilds web site |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|--|--------------------------|---|
| 4200-307 | Understand the diversity of individuals with dementia and the importance of inclusion | Assignment | City & Guilds web site |
| 4200-308 | Provide support to maintain and develop skills for everyday life | Portfolio | |
| 4200-309 | Support individuals in learning or development activities | Portfolio | |
| 4200-310 | Prepare to support individuals within a shared lives arrangement | Portfolio | |
| 4200-311 | Support individuals to access and use services and facilities | Portfolio | |
| 4200-312 | Provide support for individuals within a shared lives arrangement | Portfolio | |
| 4200-313 | Support individuals in their relationships | Portfolio | |
| 4200-314 | Support individuals to manage their finances | Portfolio | |
| 4200-315 | Support individuals to access housing and accommodation services | Portfolio | |
| 4200-316 | Support individuals with specific communication needs | Portfolio | |
| 4200-317 | Support individuals during a period of change | Portfolio | |
| 4200-318 | Support individuals to prepare for and settle in to new home environments | Portfolio | |
| 4200-319 | Work in partnership with families to support individuals | Portfolio | |
| 4200-320 | Promote positive behaviour | Portfolio | |
| 4200-321 | Support families in maintaining relationships in their wider social structures | Portfolio | |
| 4200-322 | Enable individuals with behavioural difficulties to develop strategies to change their behaviour | Portfolio | |
| 4200-323 | Implement the Positive Behavioural Support model | Portfolio | |
| 4200-324 | Support positive risk taking for individuals | Portfolio | |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|---|--------------------------|---|
| 4200-325 | Support person-centred thinking and planning | Portfolio | |
| 4200-326 | Promote active support | Portfolio | |
| 4200-327 | Understand positive risk-taking for individuals with disabilities | Assignment | City & Guilds web site |
| 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | Assignment | City & Guilds web site |
| 4200-329 | Support individuals with a learning disability to access healthcare | Portfolio | |
| 4200-330 | Understand how to support individuals with autistic spectrum conditions | Assignment | City & Guilds web site |
| 4200-331 | Support young people with a disability to make the transition into adulthood | Portfolio | |
| 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | Assignment | City & Guilds web site |
| 4200-333 | Support parents with disabilities | Portfolio | |
| 4200-334 | Support individuals with self-directed support | Portfolio | |
| 4200-335 | Principles of self-directed support | Assignment | City & Guilds web site |
| 4200-336 | Understand physical disability | Assignment | City & Guilds web site |
| 4200-337 | Support families who have a child with a disability | Portfolio | |
| 4200-338 | Promote Communication in health, social care or children's and young people's settings | Portfolio | |
| 4200-339 | Understand sensory loss | Assignment | City & Guilds web site |
| 4200-340 | Understand models of disability | Assignment | City & Guilds web site |
| 4200-341 | Support individuals with multiple conditions and/or disabilities | Portfolio | |
| 4200-342 | Enable individuals to negotiate environments | Portfolio | |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|----------|---|-------------------|--------------------------------------|
| 4200-401 | Support individuals in the use of assistive technology | Portfolio | |
| 4200-402 | Support individuals to access education, training or employment | Portfolio | |

Evidence requirements

Only units that have specifically been mentioned as being eligible for simulation may use simulation as part of the assessment method. All other competence based units are expected to be assessed in real situations.

4.2 Assessment strategy

Assessment decisions for competence based learning outcomes (eg those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competent based assessment must include direct observation as the main source of evidence.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the clients must be upheld.

Knowledge evidence requirements

Assessment of knowledge based learning outcomes eg those beginning with 'know' or 'understand' may take place in or outside of a real work environment.

Candidates must demonstrate application of the specified knowledge and understanding to their work practice. Most usually, knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should use an alternative method to elicit this which may include questioning, professional discussion, assignments etc. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors. It is most appropriately used in the Award/Certificate in Supporting Individuals with Learning Disabilities to elicit underpinning knowledge, gain explanations of how to deal with contingencies and can provide opportunities for candidates to clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio or visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Range of assessment methods or evidence sources

In addition to observation, assessors will negotiate the most effective and appropriate mix of methods/evidence sources from the list below to ensure all requirements are met.

- Direct observation of work based activity by an assessor is required as the primary source of evidence for some units.
- Expert witnesses may observe candidate practice where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- Work products can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates' can evaluate their knowledge and practice across the qualification.
- Candidate/ reflective accounts describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies: these should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- Projects/Assignments/APEL: candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence.
- Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

Simulation

Simulation may only be utilised as an assessment method for competence based learning outcome where this is specified in the assessment requirements of the unit.

Simulation can only be used where it is not possible or it is inappropriate to gather evidence, for example:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to the candidate or service user in a real situation – for example dealing with aggressive situations
- where performance is critical, happens frequently but the presence of an assessor/observer would prevent the service user may feel embarrassed about sharing their precise wishes and feelings or might not consent to being observed

Where simulations are used they must replicate working activities in realistic workplace environments.

4.3 Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is not sector specific.



5 Units

Availability of units

These units are also available on the Register of Regulated Qualifications
<http://register.ofqual.gov.uk>.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- range/scope/notes for guidance.

Summary of units

| Unit | Title | SSC unit number | Credits |
|----------|---|-----------------|---------|
| 4200-201 | Dementia awareness | DEM 201 | 2 |
| 4200-202 | Understand equality, diversity and inclusion in dementia care | DEM 207 | 2 |
| 4200-203 | Support participation in learning and development activities | HSC 2006 | 3 |
| 4200-204 | Support independence in the tasks of daily living | HSC 2007 | 5 |
| 4200-205 | Provide support for journeys | HSC 2008 | 2 |
| 4200-206 | Support individuals to access and use information about services and facilities | HSC 2011 | 3 |
| 4200-207 | Contribute to supporting group care activities | HSC 2023 | 3 |
| 4200-208 | Contribute to the support of positive risk-taking for individuals | HSC 2031 | 3 |
| 4200-209 | Understand the context of supporting individuals with learning disabilities | LD 201 | 4 |

| Unit | Title | SSC unit number | Credits |
|-------------|--|------------------------|----------------|
| 4200-210 | Support person-centred thinking and planning | LD 202 | 5 |
| 4200-211 | Provide active support | LD 203 | 3 |
| 4200-212 | Principles of positive risk taking for individuals with disabilities | LD 205 K | 2 |
| 4200-213 | Support individuals to maintain personal hygiene | LD 206 C | 2 |
| 4200-214 | Contribute to supporting individuals with a learning disability to access healthcare | LD 208 C | 3 |
| 4200-215 | Principles of supporting an individual to access health care | LD 208 K | 1 |
| 4200-216 | Introductory awareness of Autistic Spectrum Conditions | LD 210 | 2 |
| 4200-217 | Understand physical disability | PD OP 2.1 | 2 |
| 4200-218 | Introduction to communication in health, social care or children's and young people's settings | SHC 21 | 3 |
| 4200-219 | Introductory awareness of sensory loss | SS MU 2.1 | 2 |
| 4200-220 | Contribute to the support of individuals with multiple conditions and/or disabilities | SS OP 2.3 | 3 |
| 4200-221 | Contribute to the support of the use of assistive technology | SS OP 2.4 | 3 |
| 4200-222 | Support individuals to negotiate environments | SS OP 2.5 | 4 |
| 4200-223 | Introductory awareness of models of disability | SS OP 2.1 | 2 |
| 4200-224 | Principles of supporting an individual to maintain personal hygiene | LD 206 K | 1 |
| 4200-301 | Purpose and principles of independent advocacy | Advo 301 | 4 |
| 4200-302 | Providing independent advocacy support | Advo 302 | 6 |
| 4200-303 | Maintaining the independent advocacy relationship | Advo 303 | 6 |
| 4200-304 | Understand mental well-being and mental health promotion | CMH 301 | 3 |
| 4200-305 | Understand mental health problems | CMH 302 | 3 |
| 4200-306 | Understand the process and experience of dementia | DEM 301 | 3 |
| 4200-307 | Understand the diversity of individuals with dementia and the importance of inclusion | DEM 310 | 3 |
| 4200-308 | Provide support to maintain and develop skills for everyday life | HSC 3003 | 3 |

| Unit | Title | SSC unit number | Credits |
|-------------|---|------------------------|----------------|
| 4200-309 | Support individuals in learning or development activities | HSC 3004 | 4 |
| 4200-310 | Prepare to support individuals within a shared lives arrangement | HSC 3012 | 4 |
| 4200-311 | Support individuals to access and use services and facilities | HSC 3013 | 4 |
| 4200-312 | Provide support for individuals within a shared lives arrangement | HSC 3014 | 3 |
| 4200-313 | Support individuals in their relationships | HSC 3019 | 4 |
| 4200-314 | Support individuals to manage their finances | HSC 3023 | 3 |
| 4200-315 | Support individuals to access housing and accommodation services | HSC 3027 | 4 |
| 4200-316 | Support individuals with specific communication needs | HSC 3029 | 5 |
| 4200-317 | Support individuals during a period of change | HSC 3033 | 4 |
| 4200-318 | Support individuals to prepare for and settle in to new home environments | HSC 3034 | 3 |
| 4200-319 | Work in partnership with families to support individuals | HSC 3038 | 4 |
| 4200-320 | Promote positive behaviour | HSC 3045 | 6 |
| 4200-321 | Support families in maintaining relationships in their wider social structures | HSC 3056 | 4 |
| 4200-322 | Enable individuals with behavioural difficulties to develop strategies to change their behaviour | HSC 3058 | 8 |
| 4200-323 | Implement the Positive Behavioural Support model | HSC 3065 | 8 |
| 4200-324 | Support positive risk taking for individuals | HSC 3066 | 4 |
| 4200-325 | Support person-centred thinking and planning | LD 302 | 5 |
| 4200-326 | Promote active support | LD 303 | 5 |
| 4200-327 | Understand positive risk-taking for individuals with disabilities | LD 305 K | 3 |
| 4200-328 | Principles of supporting individuals with a learning disability regarding sexuality and sexual health | LD 307 | 3 |
| 4200-329 | Support individuals with a learning disability to access healthcare | LD 308 | 3 |
| 4200-330 | Understand how to support individuals with autistic spectrum conditions | LD 310 | 3 |
| 4200-331 | Support young people with a disability to make the transition into adulthood | LD 311 C | 5 |

| Unit | Title | SSC unit number | Credits |
|-------------|---|------------------------|----------------|
| 4200-332 | Principles of supporting young people with a disability to make the transition into adulthood | LD 311 K | 3 |
| 4200-333 | Support parents with disabilities | LD 312 | 6 |
| 4200-334 | Support individuals with self-directed support | LD 314 C | 5 |
| 4200-335 | Principles of self-directed support | LD 314 K | 3 |
| 4200-336 | Understand physical disability | PD OP 3.1 | 3 |
| 4200-337 | Support families who have a child with a disability | PD OP 3.5 | 3 |
| 4200-338 | Promote communication in health, social care or children's and young people's settings | SHC 31 | 3 |
| 4200-339 | Understand sensory loss | SS MU 3.1 | 3 |
| 4200-340 | Understand models of disability | SS OP 3.1 | 3 |
| 4200-341 | Support individuals with multiple conditions and/or disabilities | SS OP 3.3 | 4 |
| 4200-342 | Enable individuals to negotiate environments | SS OP 3.8 | 5 |
| 4200-401 | Support individuals in the use of assistive technology | SS OP 3.4 | 4 |
| 4200-402 | Support individuals to access education, training or employment | SS OP 3.7 | 4 |

| | |
|--|---|
| Unit reference: | J/601/2874 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 17 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand what dementia is |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain what is meant by the term 'dementia' |
| 1.2 | describe the key functions of the brain that are affected by dementia |
| 1.3 | explain why depression, delirium and age related memory impairment may be mistaken for dementia. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand key features of the theoretical models of dementia |
| Assessment criteria | |
| The learner can: | |
| 2.1 | outline the medical model of dementia |
| 2.2 | outline the social model of dementia |
| 2.3 | explain why dementia should be viewed as a disability |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Know the most common types of dementia and their causes |
| Assessment criteria | |
| The learner can: | |
| 3.1 | list the most common causes of dementia |
| 3.2 | describe the likely signs and symptoms of the most common causes of dementia |

- 3.3 outline the risk factors for the most common causes of dementia
- 3.4 identify prevalence rates for different types of dementia.

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Understand factors relating to an individual's experience of dementia |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability |
| 4.2 | outline the impact that the attitudes and behaviours of others may have on an individual with dementia. |

| Range/Scope/Additional Guidance |
|---|
| <p>Others may include:</p> <ul style="list-style-type: none"> ○ Care workers ○ Colleagues ○ Managers ○ Social Worker ○ Occupational Therapist ○ GP ○ Speech & Language Therapist ○ Physiotherapist ○ Pharmacist ○ Nurse ○ Psychologist ○ Admiral Nurses ○ Independent Mental Capacity Advocate ○ Community Psychiatric Nurse ○ Dementia Care Advisors ○ Advocate ○ Support groups |

Unit 202

Understand equality, diversity and inclusion in dementia care (DEM 207)

| | |
|--|---|
| Unit reference: | A/601/2886 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 20 |
| Relationship to NOS: | This unit is linked to HSC21, HSC24, HSC31, HSC35, HSC41, and HSC45. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand and appreciate the importance of diversity of individuals with dementia |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the importance of recognising that individuals with dementia have unique needs and preferences |
| 1.2 | describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences |
| 1.3 | explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the importance of person centred approaches in the care and support of individuals with dementia |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe how an individual may feel valued, included and able to engage in daily life |
| 2.2 | describe how individuals with dementia may feel excluded |
| 2.3 | explain the importance of including the individual in all aspects of their care. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia |
| 3.2 | describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins |
| 3.3 | describe what knowledge and understanding would be required to work in a person centred way with an individual with a learning disability and dementia. |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Carers and Others may be:</p> <ul style="list-style-type: none"> ○ Care worker ○ Colleagues ○ Managers ○ Social worker ○ Occupational Therapist ○ GP ○ Speech and Language Therapist ○ Physiotherapist ○ Pharmacist ○ Nurse ○ Specialist nurse ○ Psychologist ○ Psychiatrist ○ Independent Mental Capacity Advocate ○ Independent Mental Health Advocate ○ Advocate ○ Dementia care advisor ○ Support groups <p>Person centred way</p> <p>This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> |

Unit 203

Support participation in learning and development activities (HSC 2006)

| | |
|--|---|
| Unit reference: | Y/601/8632 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to HSC211. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2,3,4 and 5 must be assessed in a real work environment |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the factors to take into account when supporting individuals to take part in activities for learning and development |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify different reasons why individuals may take part in activities for learning or development |
| 1.2 | describe the benefits of different activities for learning or development in which individuals may take part |
| 1.3 | describe possible barriers to individuals engaging in learning or development activities |
| 1.4 | explain why active participation is important when supporting individuals in learning or development activities |
| 1.5 | explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to support individuals to prepare for taking part in learning and development activities |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support an individual to make informed decisions about their participation in a learning or development activity |

- | | |
|-----|--|
| 2.2 | work with the individual and others to agree roles and responsibilities for supporting a learning or development activity |
| 2.3 | support the individual before a learning or development activity to minimise any barriers to their participation. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to contribute to preparing the environment and resources for learning and development activities |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity |
| 3.2 | contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals to take part in learning and development activities |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe different ways of supporting the individual to take part in learning or development activities |
| 4.2 | provide the agreed type and level of support to enable the individual to engage with an activity |
| 4.3 | adapt support to reflect changing needs, wishes, achievements or levels of participation |
| 4.4 | explain what action to take if the individual becomes distressed or feels unable to continue |
| 4.5 | provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity |
| 4.6 | complete required records about the learning or development activity. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to contribute to the evaluation of learning or development activities |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual |
| 5.2 | Support the individual to provide feedback on the activity and the support provided |
| 5.3 | Work with the individual and others to evaluate the learning or development activity |
| 5.4 | Work with the individual and others to agree and make changes to a learning or development activity or the support provided. |

| Range/Scope/Additional Guidance |
|--|
| <p>Activities for learning and development may include</p> <ul style="list-style-type: none">○ Intellectual pursuits○ Activities to promote fitness or mobility○ Activities relating to skills development○ Activities to promote participation and interaction <p>An individual is someone requiring care or support</p> <p>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.</p> <p>2.2 Others may include:</p> <ul style="list-style-type: none">○ Family members○ Advocates○ Line manager○ Specialists○ Others |

Unit 204

Support independence in the task of daily living (HSC 2007)

| | |
|--|--|
| Unit reference: | T/601/8637 |
| Level: | 2 |
| Credit value: | 5 |
| GLH: | 33 |
| Relationship to NOS: | This unit is linked to HSC 27, HSC 29. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas. |

| Learning outcome | The learner will: |
|---|--|
| 1. Understand principles for supporting independence in the tasks of daily living | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain how individuals can benefit from being as independent as possible in the tasks of daily living |
| 1.2 | explain how active participation promotes independence in the tasks of daily living |
| 1.3 | describe how daily living tasks may be affected by an individual's culture or background |
| 1.4 | explain the importance of providing support that respects the individual's culture and preferences |
| 1.5 | describe how to identify suitable opportunities for an individual to learn or practise skills for daily living |
| 1.6 | explain why it is important to establish roles and responsibilities for providing support. |

| Learning outcome | The learner will: |
|--|---|
| 2. Be able to establish what support is required for daily living. | |
| Assessment criteria | |
| The learner can: | |
| 2.1 | access information about support for daily living tasks, using an individual's care plan and agreed ways of working |

- 2.2 clarify with the individual and **others** the requirements for supporting an individual's independence in daily living tasks
- 2.3 describe how and when to access additional guidance to resolve any **difficulties or concerns** about support for daily living tasks.

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to provide support for planning and preparing meals. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences |
| 3.2 | support the individual to store food safely |
| 3.3 | support the individual to prepare food in a way that promotes active participation and safety. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to provide support for buying and using household and personal item. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify different ways of buying household and personal items |
| 4.2 | work with the individual to identify household and personal items that are needed |
| 4.3 | support the individual to buy items in their preferred way |
| 4.4 | support the individual to store items safely |
| 4.5 | support the individual to use items safely. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to provide support for keeping the home clean and secure. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | support the individual to keep their home clean, in a way that promotes active participation and safety |
| 5.2 | describe different risks to home security that may need to be addressed |
| 5.3 | support the individual to use agreed security measures. |

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

Range/Scope/Additional Guidance

An individual is someone requiring care or support

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.

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

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

Others may include:

- Family or friends of the individual
- Advocate
- Line manager.

Difficulties or concerns may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources **to provide agreed support.**

A healthy diet is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual

Unit 205

Provide support for journeys (HSC 2008)

| | |
|--|--|
| Unit reference: | A/601/8025 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 17 |
| Relationship to NOS: | This unit is linked to HSC 28. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | <p>This unit is aimed at those working in a wide range of settings.</p> <p>It provides the learner with the knowledge and skills needed to support individuals to make journeys.</p> |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand factors to consider when planning support for journeys. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe different aspects and factors to consider when planning a journey |
| 1.2 | describe different risks that may arise and ways to minimise these |
| 1.3 | describe different types of communication technology that can support planning and making journeys safely. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support individuals to plan journeys. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | agree with the individual the level and type of support needed for planning and making a journey |
| 2.2 | support the individual to research a journey that they wish to make |
| 2.3 | support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to support individuals when making journeys. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | support the individual in line with the journey plan |
| 3.2 | describe ways to deal with unforeseen problems that may occur during a journey. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to review the support provided for individuals when making journeys. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe what factors should be considered when reviewing support for the journey |
| 4.2 | seek feedback from the individual on the support provided for the journey |
| 4.3 | contribute to reviewing support for the journey |
| 4.4 | revise the journey plan to take account of the review in line with agreed ways of working . |

| Range/Scope/Additional Guidance |
|---|
| <p>Aspects and factors may include those relating to:</p> <ul style="list-style-type: none"> ○ The individual ○ The journey ○ Health and Safety <p>An individual is someone requiring care or support.</p> <p>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</p> <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 206

Support individuals to access and use information about services and facilities (HSC 2011)

| | |
|--|---|
| Unit reference: | A/601/7926 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit is linked to HSC 26. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Know ways to support individuals to access information on services and facilities. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify the types of services and facilities about which individuals may require information |
| 1.2 | identify possible barriers to accessing and understanding information |
| 1.3 | describe ways to overcome barriers to accessing information |
| 1.4 | identify a range of formats, translations and technology that could make information more accessible for individuals |
| 1.5 | describe types of support individuals may need to enable them to identify and understand information. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to work with individuals to select and obtain information about services and facilities |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities |

| | |
|-----|--|
| 2.2 | work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes |
| 2.3 | support an individual to obtain selected information in their preferred format and language. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to work with individuals to access and use information about services and facilities |
| Assessment criteria | |
| The learner can: | |
| 3.1 | support an individual to access the content of information about services and facilities |
| 3.2 | demonstrate ways to check an individual's understanding of the information |
| 3.3 | work with an individual to access a service or facility using the information, in ways that promote active participation |
| 3.4 | describe ways to support individuals to deal with any issues or concerns that may arise from the content of information |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to support individuals to evaluate the information accessed on services and facilities |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support an individual to give feedback on whether information on services and facilities has met their needs and preferences |
| 4.2 | work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information |
| 4.3 | explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals. |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support.</p> <ul style="list-style-type: none"> ○ Services and facilities may include: ○ services provided within an individual's home ○ services to enable individuals to meet their social care needs ○ community facilities. <p>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.</p> <p>Issues or concerns may include those relating to:</p> <ul style="list-style-type: none"> ○ Ineligibility ○ Lack of availability ○ Conditions for access. |

Unit 207

Contribute to supporting group care activities (HSC 2023)

| | |
|--|---|
| Unit reference: | L/601/9471 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to HSC228. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to participate in and enjoy group care activities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the place of group care activities in the care and support of individuals |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain how participating in group care activities can benefit an individual's identity, self-esteem and well-being |
| 1.2 | identify examples of when a group care activity may be the best way to meet an individual's care or support needs |
| 1.3 | explain why dilemmas may arise when providing support for individuals through group care activities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to contribute to the development of a supportive group culture. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support group members to understand the benefits of group activities |
| 2.2 | encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and well-being |
| 2.3 | describe ways to support group members to resolve any conflicts that may arise amongst themselves. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to contribute to the implementation of group care activities. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | work with individuals and others to agree approaches, content and methods for group care activities |
| 3.2 | carry out agreed role to support individuals and the group during activities |
| 3.3 | address any adverse effects and maximise benefits for individuals during activities |
| 3.4 | maintain records about group care activities in line with agreed ways of working |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to contribute to the evaluation of group care activities |
| Assessment criteria | |
| The learner can: | |
| 4.1 | contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities |
| 4.2 | carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities |
| 4.3 | describe ways to ensure that individuals and others are actively involved in the evaluation |
| 4.4 | contribute to agreeing changes to activities or processes to improve outcomes for individuals. |

| Range/Scope/Additional Guidance |
|---|
| <p>Group care activities may include:</p> <ul style="list-style-type: none"> ○ Recreational or leisure activities ○ Visits outside the usual setting ○ Social activities <p>Individuals are those requiring care or support</p> <p>Well-being includes the following aspects:</p> <ul style="list-style-type: none"> ○ Physical ○ Emotional ○ Social ○ Spiritual <p>Others may include:</p> <ul style="list-style-type: none"> ○ Carers and family members ○ Line manager ○ Therapists or other specialists who may recommend group care activities ○ The local community <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 208

Contribute to support of positive risk-taking for individuals (HSC 2031)

| | |
|--|--|
| Unit reference: | A/601/9546 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 27 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Know the importance of risk-taking in everyday life. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify aspects of everyday life in which risk plays a part |
| 1.2 | outline the consequences for individuals of being prevented or discouraged from taking risks |
| 1.3 | explain how supporting individuals to take risks can enable them to have choice over their lives to: <ul style="list-style-type: none">• gain in self-confidence• develop skills• take an active part in their community. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the importance of positive, person-centred risk assessment |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain how a person-centred approach to risk assessment can support positive outcomes |
| 2.2 | identify the features of a person-centred approach to risk assessment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Know how legislation and policies are relevant to positive risk taking. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Support individuals to make informed choices about taking risks. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain the connection between an individual's right to take risks and their responsibilities towards themselves and others |
| 4.2 | support the individual to access and understand information about risks associated with a choice they plan to make |
| 4.3 | support the individual to explore the potential positive and negative consequences of the options |
| 4.4 | support the individual to make an informed decision about their preferred option and the associated risks |
| 4.5 | explain why it is important to record and report all incidents, discussions and decisions concerning risk taking. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to contribute to the support of individuals to manage identified risks. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | use an individual's support plan to record identified risks |
| 5.2 | support the individual to test out the risk they wish to take, in line with agreed ways of working |
| 5.3 | explain the importance of working within the limits of own role and responsibilities |
| 5.4 | contribute to the review of risks in an individual's support plan. |

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

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Person-centred reflects what is important to individuals and helps them to live the life they choose</p> <p>Policies may include:</p> <ul style="list-style-type: none">○ National policy○ Local policy <p>Others may include</p> <ul style="list-style-type: none">○ The individual○ Colleagues○ Families or carers○ Friends○ Other professionals○ Members of the public○ Advocates <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 209

Understand the context of supporting individuals with learning disabilities (LD 201)

| | |
|--|---|
| Unit reference: | K/601/5315 |
| Level: | 2 |
| Credit value: | 4 |
| GLH: | 35 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation and also considers the central place of communication in working with individuals who have learning disabilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities |
| 1.2 | Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the nature and characteristics of learning disability |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain what is meant by 'learning disability' |

- 2.2 Give examples of **causes** of learning disabilities
- 2.3 Describe the medical and social models of disability
- 2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known'
- 2.5 Describe the possible impact on a family of having a member with a learning disability

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the historical context of learning disability |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain the types of services that have been provided for individuals with learning disabilities over time |
| 3.2 | Describe how past ways of working may affect present services |
| 3.3 | Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities: <ul style="list-style-type: none"> a) where people live b) daytime activities c) employment d) sexual relationships and parenthood e) the provision of healthcare |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain the meaning of the term 'social inclusion' |
| 4.2 | Explain the meaning of the term advocacy |
| 4.3 | Describe different types of advocacy |
| 4.4 | Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Explain how attitudes are changing in relation to individuals with learning disabilities |
| 5.2 | Give examples of positive and negative aspects of being labelled as having a learning disability |
| 5.3 | Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers |
| 5.4 | Explain the roles of external agencies and others in changing attitudes, policy and practice |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Know how to promote communication with individuals with learning disabilities |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Identify ways of adapting each of the following when communicating with individuals who have learning disabilities <ul style="list-style-type: none"> a) verbal communication b) non-verbal communication |
| 6.2 | Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities |
| 6.3 | Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Causes should include: before birth, during birth and after birth</p> <p>Ways to build empowerment should include person-centred thinking</p> <p>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</p> <p>External agencies – include: advocacy services; parent/carers support groups; campaign groups etc</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public ○ Advocates |

Unit 210

Support person-centred thinking and planning (LD 202)

| | |
|--|--|
| Unit reference: | L/601/6442 |
| Level: | 2 |
| Credit value: | 5 |
| GLH: | 34 |
| Relationship to NOS: | Links with HSC 25 |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment. This unit is assessed by portfolio. LO 5 must be assessed in a real work situation. |
| Aim | This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking. |

| Learning outcome | The learner will: |
|--|--|
| 1. Understand the principles and practice of person-centred thinking, planning and reviews | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Identify the beliefs and values on which person-centred thinking and planning is based |
| 1.2 | Define person-centred thinking, person-centred planning and person-centred reviews |
| 1.3 | Describe the difference that person-centred thinking can make to individuals and their families |
| 1.4 | Describe examples of person-centred thinking tools |
| 1.5 | Explain what a 'one page profile' is |
| 1.6 | Describe the person-centred review process |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the context within which person-centred thinking and planning takes place |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Outline current legislation, policy and guidance underpinning person-centred thinking and planning |
| 2.2 | Describe the relationship between person-centred planning and personalised services |
| 2.3 | Identify ways that person-centred thinking can be used: <ul style="list-style-type: none"> o with individuals o in teams |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand own role in person-centred planning, thinking and reviews |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Describe own role in person-centred thinking, planning and reviews when supporting individuals |
| 3.2 | Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work |
| 3.3 | Describe how these challenges might be overcome |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to apply person-centred thinking in relation to own life |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working |
| 4.2 | Describe own relationship circle |
| 4.3 | Describe how helpful using a person-centred thinking tool was to identify actions in relation to own life |
| 4.4 | Describe how to prepare for own person-centred review |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to implement person-centred thinking and person-centred reviews |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Use person-centred thinking to know and act on what is important to the individual |
| 5.2 | Establish with the individual how they want to be supported |
| 5.3 | Use person-centred thinking to know and respond to how the individual communicates |
| 5.4 | Be responsive to how an individual makes decisions to support them to have maximum choice and control in their life |

- 5.5 Support the individual in their relationships and in being part of their community using person-centred thinking
- 5.6 Ensure that the individual is central to the person-centred review process
- 5.7 Explain how to ensure that actions from a review happen

Range/Scope/Additional Guidance

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

Person-centred thinking tools include:

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

Teams may include

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

Unit 211

Provide active support (LD 203)

| | |
|--|---|
| Unit reference: | Y/601/7352 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 27 |
| Relationship to NOS: | Active support is referenced throughout the majority of the HSC NOS. Links to HSC 25 and 234. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment. This unit is assessed by portfolio. LO 2, 3, and 4 must be assessed in real work environment |
| Aim | The purpose of this unit is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how active support translates values into person-centred practical action with an individual |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Explain how the key characteristics of active support differ from the hotel model |
| 1.2 | Define the terms: <ul style="list-style-type: none">○ promoting independence○ informed choice○ valued life |
| 1.3 | Explain how use of active support can promote independence, informed choice and a valued life |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to interact positively with individuals to promote participation |
| Assessment criteria | |
| 2.1 | Explain the three elements in positive interaction that promote an individual's participation in activity |
| 2.2 | Break a routine task into manageable steps for an individual |

- | | |
|-----|---|
| 2.3 | Provide different levels of help to support an individual to participate in a task or activity |
| 2.4 | Positively reinforce an individual's participation in an activity |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to implement person-centred daily plans to promote participation |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Provide opportunities for an individual to participate in activity throughout the day avoiding lengthy periods of disengagement |
| 3.2 | Use a structured person-centred format to ensure that a valued range of activities for an individual is available |
| 3.3 | Use a structured format to plan support for an individual to participate in activities |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to maintain person-centred records of participation |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Record an individual's participation in activities |
| 4.2 | Describe changes in an individual's participation over time |
| 4.3 | Report the extent to which an individual's participation represents the balance of activity associated with a valued lifestyle |

| Range/Scope/Additional Guidance |
|--|
| <p>Active Support A person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p>Individual is someone requiring care or support</p> <p>Hotel model refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p>Positive interaction refers to supportive interaction using the levels of assistance, task analysis and positive reinforcement that helps an individual to participate in constructive activity.</p> <p>Levels of help refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> <p>Positively reinforcing refers to what an individual gains from undertaking a specific task. These can include naturally occurring rewards (eg. drinking a cup of tea the individual has just made) or other things that the individual particularly likes (eg. praise and attention or a preferred activity) as an encouragement or reward for participating in a specified activity.</p> <p>Valued range of activities refers to the balance of activities that contribute to a good quality of life for individuals, incorporating</p> |

vocational, domestic, personal, leisure, educational and social activities.

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

Unit 212

Principles of positive risk taking for individuals with disabilities (LD 205 K)

| | |
|--|--|
| Unit reference: | K/601/6285 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 20 |
| Relationship to NOS: | Links to HSC 240 |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit provides the knowledge behind positive risk-taking. It highlights the importance of positive risk taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered. |

| Learning outcome | The learner will: |
|--|--------------------------|
| 1. Know the importance of risk taking in everyday life for individuals with disabilities | |
| Assessment criteria | |
| The learner can: | |
| 1.1 Identify aspects of everyday life in which risk plays a part | |
| 1.2 Identify aspects of everyday life in which, traditionally, individuals with disabilities were not encouraged to take risks | |
| 1.3 Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks | |
| 1.4 Explain how supporting individuals to take risks can enable them to have choice over their lives to: | |
| o gain in self-confidence | |
| o develop skills | |
| o take an active part in their community | |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the importance of positive, person-centred risk assessment |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approaches |
| 2.2 | Identify the features of a person-centred approach to risk assessment |
| 2.3 | Describe ways in which traditional risk assessments have tended to have a negative focus |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Know how legislation and policies are relevant to positive risk taking |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Identify legislation and policies which promote the human rights of individuals with disabilities |
| 3.2 | Describe how to use a human rights based approach to risk management |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand how to support individuals with disabilities in decisions about risk-taking |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain the connection between an individual's right to take risks and their responsibilities towards themselves and others |
| 4.2 | Outline how the principle of ' Duty of Care ' can be maintained whilst supporting individuals to take risks |
| 4.3 | Describe ways of enabling individuals with disabilities to make informed choices about taking risks |
| 4.4 | Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions |
| 4.5 | Explain the potential positive and negative consequences of the choices made about taking risks |
| 4.6 | Describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger |
| 4.7 | Explain why it is important to record and report all incidents, discussions and decisions concerning risk taking |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Understand how to support individuals with disabilities to manage identified risks. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Explain the importance of including risks in the individual's support plan |
| 5.2 | Explain why it is important to review risks in the individual's support plan |
| 5.3 | Outline why it is important to communicate and work in a consistent way with all those supporting the individual |
| 5.4 | Describe ways of supporting individuals with disabilities to test out the risk they wish to take. |

| Range/Scope/Additional Guidance |
|--|
| <p>Individual is someone requiring care or support</p> <p>Person-centred reflects what is important to individuals and helps them to live the life they choose</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public ○ Advocates <p>Duty of Care – legal duty to take reasonable care to avoid others being harmed.</p> |

Unit 213

Support individuals to maintain personal hygiene (LD 206 C)

| | |
|--|---|
| Unit reference: | K/601/9963 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 17 |
| Relationship to NOS: | HSC 27, 29, 218, 219 and 220. |
| Assessment requirements specified by a sector or regulatory body: | This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. This unit is assessed by portfolio. Learning outcome 2 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the importance of good personal hygiene |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Explain why personal hygiene is important |
| 1.2 | Describe the effects of poor personal hygiene on health and well-being |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support individuals to maintain personal hygiene |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Support an individual to understand factors that contribute to good personal hygiene |
| 2.2 | Address personal hygiene issues with the individual in a sensitive manner without imposing own values |
| 2.3 | Support the individual to develop awareness of the effects of poor hygiene on others |
| 2.4 | Support the preferences and needs of the individual while maintaining their independence |
| 2.5 | Describe how to maintain dignity of an individual when supporting intimate personal hygiene |

- | | |
|-----|--|
| 2.6 | Identify risks to own health in supporting an individual with personal hygiene routines |
| 2.7 | Reduce risks to own health when supporting the individual with personal hygiene routines |
| 2.8 | Identify others who may be involved in supporting the individual to maintain personal hygiene |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand when poor hygiene may be an indicator of other underlying personal issues |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Identify underlying personal issues that may be a cause of poor personal hygiene |
| 3.2 | Describe how underlying personal issues might be addressed |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Factors may include:</p> <ul style="list-style-type: none"> ○ Washing ○ Showering/bathing ○ Washing hair ○ Cleaning clothes ○ Keeping nails clean ○ Washing hands after using the toilet <p>Preferences and needs will include any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion</p> <p>Maintaining dignity includes</p> <ul style="list-style-type: none"> ○ privacy ○ having trust on both sides ○ being professional ○ awareness of abuse ○ averting eye contact to avoid embarrassment ○ being gentle ○ being able to empathise <p>Risks: from infection and reduction through infection control techniques</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public ○ Advocates <p>Underlying personal issues may include</p> <ul style="list-style-type: none"> ○ financial issues ○ abuse ○ health issues |

Unit 214

Contribute to supporting individuals with a learning disability to access healthcare (LD 208 C)

| | |
|--|--|
| Unit reference: | J/602/0036 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 27 |
| Relationship to NOS: | HSC 26 and 225. |
| Assessment requirements specified by a sector or regulatory body: | This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting an individual to access and use healthcare services. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Outline what is meant by a rights based approach to accessing healthcare |
| 1.2 | Identify legislation which supports a rights based approach to accessing healthcare |
| 1.3 | Describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability |
| 1.4 | Explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance |
| 1.5 | Describe the actions to take if an individual cannot give informed consent to the treatment |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the function of different healthcare services that an individual with a learning disability may need to access |
| Assessment criteria | |
| The learner can: | |
| 2.1 | List a range of healthcare services that an individual with a learning disability may need to access |
| 2.2 | Describe the work of each type of healthcare service |
| 2.3 | Outline the roles and responsibilities of professionals working in different types of healthcare services that an individual may need to access |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with a learning disability |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain how plans for healthcare can be of benefit to an individual with a learning disability |
| 3.2 | Identify a range of regular health checks that an individual may have to support good health and well being |
| 3.3 | Outline how missing regular health checks can impact on the individual's health and wellbeing |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to contribute to plans for healthcare with individuals with a learning disability |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Work with an individual and others to identify healthcare services the individual may require |
| 4.2 | Agree with the individual and others the type and level of support the individual may require to access healthcare services |
| 4.3 | Demonstrate how the individual's needs, wishes and preferences are reflected in the healthcare plan |
| 4.4 | Contribute to the review of plans for healthcare with the individual and others |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to support individuals to overcome barriers to accessing healthcare services |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Identify barriers to accessing healthcare services that an individual with a learning disability may experience |
| 5.2 | Identify reasons why an individual may be reluctant to access healthcare services |

| | |
|-----|--|
| 5.3 | Demonstrate ways to overcome barriers to accessing healthcare services |
| 5.4 | Support the individual to access information about healthcare services in their preferred format |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to support individuals with a learning disability to use healthcare services |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Provide agreed support to enable the individual to use healthcare services |
| 6.2 | Support the individual to understand the reasons why they are being offered treatment |
| 6.3 | Support the individual to understand the short and long term effects of treatment |
| 6.4 | Ensure the individual is able to give informed consent to their treatment in line with current legislation |
| 6.5 | Record details of a healthcare visit in a format that the individual can understand |
| 6.6 | Ensure that information is shared in line with agreed ways of working. |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Healthcare services may include:</p> <ul style="list-style-type: none"> ○ Primary healthcare services ○ Acute healthcare services ○ Specialist healthcare services ○ Community healthcare services <p>Plans for healthcare: in England this refers to/should include Health Action Plans</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public ○ Advocates <p>Barriers will include personal barriers as well as external barriers</p> |

Unit 215

Principles of supporting individuals with a learning disability to access healthcare (LD 208 K)

| | |
|--|---|
| Unit reference: | T/601/8654 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to the HSC 26 and 225. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit covers the principles of supporting individuals with a learning disability to access healthcare. It covers legislation, barriers to and functions of healthcare services, and plans for healthcare. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand legislation, policies and guidance relevant to individuals with a learning disability accessing healthcare |
| Assessment criteria | |
| The learner can: | |
| 1.1 | outline what is meant by a rights based approach to accessing healthcare |
| 1.2 | identify legislation which supports a rights based approach to accessing healthcare |
| 1.3 | describe ways that healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with a learning disability |
| 1.4 | explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance |
| 1.5 | describe the actions to take if an individual cannot give informed consent to the treatment. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the function of different healthcare services that an individual with a learning disability may need to access |
| Assessment criteria | |
| The learner can: | |
| 2.1 | list a range of healthcare services that an individual with a learning disability may need to access |
| 2.2 | describe the work of each type of healthcare service |
| 2.3 | explain how to gain access to each type of healthcare service. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to outline the role and responsibility of the professionals within different healthcare services that an individual with a learning disability may need to access. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Outline the role and responsibility of the professionals working in different types of healthcare services |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with a learning disability |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain how plans for healthcare can be of benefit to an individual with a learning disability |
| 4.2 | Identify a range of regular health checks that an individual may have to support good health and well being |
| 4.3 | Outline how missing regular health checks may increase the risk of poor health and well being for the individual |
| 4.4 | Explain the importance of individual preference in relation to treatments available |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Understand the issues that an individual with a learning disability may face when accessing a variety of healthcare services |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Identify barriers to accessing healthcare services that an individual with a learning disability may experience |
| 5.2 | Describe ways to overcome barriers to accessing healthcare services |
| 5.3 | Describe reasons why an individual may be reluctant to access healthcare services |
| 5.4 | List a range of resources that may be helpful to an individual with a learning disability assessing healthcare services |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Healthcare services may include:</p> <ul style="list-style-type: none">○ Primary healthcare services○ Acute healthcare services○ Specialist healthcare services○ Community Healthcare services <p>Plans for healthcare – in England this refers to/should include Health Action Plans</p> <p>Treatments available – this may include complementary therapies</p> <p>Barriers should include personal barriers as well as external barriers</p> |

Unit 216

Introductory awareness of Autistic Spectrum Conditions (LD 210)

| | |
|--|--|
| Unit reference: | M/601/5316 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 17 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The unit provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person centred support. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others |
| 1.2 | identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships |
| 1.3 | outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain why it is important to recognise that each individual on the autistic spectrum has their own individual abilities, needs, strengths, preferences and interests |
| 2.2 | describe why autism can be considered as a spectrum, |

| | |
|-----|---|
| | encompassing individuals differing in the expression and severity of their symptoms |
| 2.3 | identify other conditions which may be associated with an autistic spectrum condition |
| 2.4 | outline the sensory difficulties experienced by many individuals with an autistic spectrum condition. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the behaviours exhibited by some individuals with an autistic spectrum condition |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe behavioural characteristics associated with autistic spectrum conditions |
| 3.2 | identify reasons why individuals with an autistic spectrum condition may exhibit such behaviours |
| 3.3 | describe what to do if an individual is highly anxious or stressed. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain why it is important to have in place structures and routines which match the wishes and needs of the individual |
| 4.2 | identify formal and informal support networks for an individual with an autistic spectrum condition |
| 4.3 | explain why it is important to involve families/parents/carers in a person-centred approach to the support of individuals with an autistic spectrum condition |
| 4.4 | describe ways of ensuring that support provided is consistent, both within own approach and with that of others |
| 4.5 | describe how to contribute towards the learning of an individual with an autistic spectrum condition. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Understand how to communicate effectively with individuals on the autistic spectrum |
| Assessment criteria | |
| The learner can: | |
| 5.1 | explain why it is important to be aware of the impact of own verbal and non-verbal communication on an individual with an autistic spectrum condition |
| 5.2 | identify aspects of the environment that affect communication with an individual |
| 5.3 | describe how to reduce barriers to communication with an individual |
| 5.4 | outline the use of visual communication systems for individuals who have an autistic spectrum condition |
| 5.5 | identify who could provide advice about effective communication with an individual. |

| |
|---|
| Range/Scope/Additional Guidance |
| <p>An individual is someone requiring care or support</p> <p>Others may include</p> <ul style="list-style-type: none">○ The individual○ Colleagues○ Families or carers○ Friends○ Other professionals○ Members of the public○ Advocates <p>Additional Guidance</p> <p>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.</p> |

Unit 217

Understand physical disability (PD OP 2.1)

| | |
|--|--|
| Unit reference: | L/601/6117 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 19 |
| Relationship to NOS: | This unit is linked to |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit is aimed at those who provide a service for people with physical disabilities. It covers an understanding of physical disability, the impact of a physical disability on a person's life, the environment in which the service is provided and person centred working. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the importance of differentiating between the individual and the disability |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain why it is important to recognise and value an individual as a person |
| 1.2 | describe the importance of recognising an individual's strengths and abilities |
| 1.3 | describe how to work in a person centred way that fully involves the individual. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the concept of physical disability |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe what is meant by physical disability |
| 2.2 | describe what a congenital disability is |
| 2.3 | give examples of congenital disabilities and their causes |
| 2.4 | describe what a progressive disability is |
| 2.5 | give examples of progressive disabilities and their causes. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand how the challenges of living with a physical disability can be addressed |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify social and physical barriers that can have a disabling effect on an individual |
| 3.2 | identify positive and negative attitudes towards individuals with a disability |
| 3.3 | describe steps that can be taken to challenge and change discriminatory attitudes |
| 3.4 | describe the impact of disability legislation on community attitudes and practices |
| 3.5 | describe the effects that having a physical disability can have on a person's day to day life |
| 3.6 | identify the importance for the individual of positive risk-taking. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand the importance of independence and inclusion for the individual with physical disability. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe how the individual can be in control of their care needs and provision of social care services |
| 4.2 | describe the importance of supporting independence and inclusion within the community |
| 4.3 | describe how to assist with independence and inclusion within the community. |

| Range/Scope/Additional Guidance |
|--|
| <p>The individual is the person requiring care or support</p> <p>Day to day life</p> <ul style="list-style-type: none"> ○ education opportunities ○ housing ○ employment ○ access to leisure activities ○ relationships ○ health care. |

Unit 218

Introduction to communication in health, social care or children's and young people's settings (SHC 21)

| | |
|--|---|
| Unit reference: | F/601/5465 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to the CCLD 201, GEN 22 and HSC 21. Themes recur as knowledge requirements and core values throughout HSC NOS |
| Assessment requirements specified by a sector or regulatory body: | This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality. |

| Learning outcome | The learner will: |
|--|--|
| 1. Understand why communication is important in the work setting | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify different reasons why people communicate |
| 1.2 | explain how effective communication affects all aspects of own work |
| 1.3 | explain why it is important to observe an individual's reactions when communicating with them. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to meet the communication and language needs, wishes and preferences of individuals |
| Assessment criteria | |
| The learner can: | |
| 2.1 | find out an individual's communication and language needs, wishes and preferences |
| 2.2 | demonstrate communication methods that meet an individual's communication needs, wishes and preferences |
| 2.3 | show how and when to seek advice about communication. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to reduce barriers to communication. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify barriers to communication |
| 3.2 | demonstrate how to reduce barriers to communication in different ways |
| 3.3 | demonstrate ways to check that communication has been understood |
| 3.4 | identify sources of information and support or services to enable more effective communication. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to apply principles and practices relating to confidentiality at work |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain the term 'confidentiality' |
| 4.2 | demonstrate confidentiality in day to day communication, in line with agreed ways of working |
| 4.3 | describe situations where information normally considered to be confidential might need to be passed on |
| 4.4 | explain how and when to seek advice about confidentiality. |

| Range/Scope/Additional Guidance |
|---|
| Communication methods may include: <ul style="list-style-type: none"> ○ non-verbal communication ○ eye contact ○ touch ○ physical gestures ○ body language ○ behaviour ○ verbal communication ○ vocabulary ○ linguistic tone ○ pitch |

- technological aids

Preferences may be based on:

- beliefs
- values
- culture

Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

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

Unit 219

Introductory awareness of sensory loss (SS MU 2.1)

| | |
|--|---|
| Unit reference: | F/601/3442 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 16 |
| Relationship to NOS: | This unit is linked to the Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9 and 11. |
| Assessment requirements specified by a sector or regulatory body: | Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The purpose of this unit is to provide the learner with introductory knowledge about sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe how a range of factors have a negative and positive impact on individuals with sensory loss |
| 1.2 | identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss |
| 1.3 | explain how individuals with sensory loss can be disabled by attitudes and beliefs |
| 1.4 | identify steps that could be taken to overcome disabling attitudes and beliefs. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the importance of effective communication for individuals with sensory loss. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none">○ Sight loss○ Hearing loss○ Deafblindness |
| 2.2 | describe how effective communication may have a positive impact |

| |
|--|
| on the lives of individuals with sensory loss |
| 2.3 explain how information can be made accessible to individuals with sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Know the main causes and conditions of sensory loss. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | outline the main causes of sensory loss |
| 3.2 | explain the difference between congenital and acquired sensory loss |
| 3.3 | state what percentage of the general population is likely to have sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Know how to recognise when an individual may be experiencing sight and/or hearing loss |
| Assessment criteria | |
| The learner can: | |
| 4.1 | outline the indicators and signs of: <ul style="list-style-type: none"> o Sight loss o Deafblindness o Hearing loss |
| 4.2 | explain where additional advice and support can be sourced in relation to sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Know how to report concerns about sensory loss. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | describe to whom and how concerns about sight and / or hearing loss can be reported. |

| Range/Scope/Additional Guidance |
|---|
| <p>Sensory Loss could include:</p> <ul style="list-style-type: none"> o Sight loss o Hearing loss o Deafblindness <p>Factors could include:</p> <ul style="list-style-type: none"> o Communication o Information o Familiar layouts and routines o Mobility. |

Unit 220

Contribute to the support of individuals with multiple conditions and/or disabilities (SS OP 2.3)

| | |
|--|--|
| Unit reference: | A/601/4895 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to Sensory Services 4. |
| Assessment requirements specified by a sector or regulatory body: | This unit will be assessed by portfolio. This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcome 3 must be assessed in a real work environment. |
| Aim | The purpose of this unit is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the impact of multiple conditions and/or disabilities on individuals |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify possible multiple conditions and/or disabilities individuals may have |
| 1.2 | explain how multiple conditions and/or disabilities may have additional impacts on individuals' well being and quality of life. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Know the support available for individuals with multiple conditions and/or disabilities |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities |
| 2.2 | identify the equipment that may be required to support the additional needs of individuals with multiple conditions and/or disabilities |
| 2.3 | identify the resources that may be required to support the additional needs of individuals with multiple conditions and/or disabilities |

2.4 describe how **informal networks** can provide support to individuals with multiple conditions and/or disabilities.

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to contribute to the support of individuals with multiple conditions and/or disabilities. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe own role in supporting individuals with multiple conditions and/or disabilities |
| 3.2 | contribute to the identification of needs and preferences of an individual with multiple conditions and/or disabilities thorough observation and interaction |
| 3.3 | follow agreed ways of working or a plan to support an individual to participate in an activity |
| 3.4 | support the use of equipment or resources to enable an individual to participate in an activity . |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to evaluate own contribution to the support of an individual for an activity. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | reflect on own contribution to supporting an individual to participate in an activity |
| 4.2 | explain where additional advice, guidance or support can be accessed to improve own practice |
| 4.3 | adapt own practice to meet the needs of an individual. |

| Range/Scope/Additional Guidance |
|---|
| <p>Multiple conditions and/or disabilities could include a combination of factors relating to:</p> <ul style="list-style-type: none"> ○ Sensory loss ○ Physical health ○ Mental health ○ Physical disability ○ Learning difficulty/disability ○ Emotional health <p>Well Being could include:</p> <ul style="list-style-type: none"> ○ Emotional ○ Psychological ○ Physical <p>Informal networks could include:</p> <ul style="list-style-type: none"> ○ Family ○ Friends ○ Neighbours ○ Special interest groups <p>An activity could include:</p> <ul style="list-style-type: none"> ○ Education |

- Employment
- Leisure activities
- Social activities
- Household or domestic tasks.

Unit 221

Contribute to the support of the use of assistive technology (SS OP 2.4)

| | |
|--|---|
| Unit reference: | H/601/3451 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 19 |
| Relationship to NOS: | This unit is linked to the Sensory Services 4, 5, 6, 7, 9 and 11 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio of evidence. Learning Outcome 2 must be assessed in real work environment |
| Aim | The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the range and purpose of assistive technology available to support individuals. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | define the term assistive technology |
| 1.2 | list a sample of assistive technology aids |
| 1.3 | explain the functions of the sample of assistive technology aids selected |
| 1.4 | describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to contribute to the use of selected assistive technology. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support an individual to access information about assistive technology |
| 2.2 | support an individual to use assistive technology following instructions and / or agreed ways of working |
| 2.3 | provide feedback on the effectiveness of assistive technology. |

Unit 222

Support individuals to negotiate environments (SS OP 2.5)

| | |
|--|--|
| Unit reference: | F/601/5160 |
| Level: | 2 |
| Credit value: | 4 |
| GLH: | 32 |
| Relationship to NOS: | This unit is linked to the Sensory Services 8, 9, 10 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment |
| Aim | The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the factors that impact on an individual being able to negotiate their environment |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments |
| 1.2 | describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to prepare to support an individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | outline own role in supporting an individual to negotiate an environment |
| 2.2 | identify the environmental barriers that need to be addressed for an individual to negotiate an environment |
| 2.3 | use resources that are available to support the individual to negotiate an environment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support an individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | follow an agreed plan or instructions to support an individual to negotiate an environment |
| 3.2 | address the identified environmental barriers to support an individual to negotiate an environment |
| 3.3 | provide information which supports the individual when negotiating an environment. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to review support provided to an individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | find out how the individual felt about negotiating an environment |
| 4.2 | gather and record observations about the individual's ability to negotiate an environment |
| 4.3 | feedback recorded observations to others |
| 4.4 | identify own contributions to supporting an individual to negotiate an environment |
| 4.5 | adapt own practice to meet the needs of the individual. |

| Range/Scope/Additional Guidance |
|--|
| <p>Conditions and/or disabilities could include factors relating to:</p> <ul style="list-style-type: none"> ○ Sensory loss ○ Physical health ○ Mental health ○ Physical disability ○ Learning difficulty/disability ○ Emotional health <p>Resources could include:</p> <ul style="list-style-type: none"> ○ Other professionals ○ Assistive technology / aids <p>Others could include:</p> <ul style="list-style-type: none"> ○ Other professionals ○ Carers / family members ○ Advocates ○ Colleagues. |

Unit 223

Introductory awareness of models of disability (SS OP 2.1)

| | |
|--|---|
| Unit reference: | Y/601/3446 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | This unit is linked to the Sensory Services 1, 2, 3, 10 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Know the difference between the medical and social models of disability. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the medical model of disability |
| 1.2 | describe the social model of disability |
| 1.3 | outline how each of the models has developed and evolved over time |
| 1.4 | give examples of where each model of disability may be used in service delivery. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | identify how the principles of each model are reflected in service delivery |
| 2.2 | explain how each of the models of disability impacts on the <ul style="list-style-type: none">o inclusiono rightso autonomyo needs of individuals |
| 2.3 | explain how own practice promotes the principle of inclusion. |

Unit 224

Principles of supporting an individual to maintain personal hygiene (LD 206 K)

| | |
|--|---|
| Unit reference: | H/601/5703 |
| Level: | 2 |
| Credit value: | 1 |
| GLH: | 10 |
| Relationship to NOS: | This unit is linked to the Links to HSC 27, 29, 218, 219 and 220. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the importance of good personal hygiene. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain why personal hygiene is important |
| 1.2 | describe the effects of poor personal hygiene on health and well-being. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Know how to encourage an individual to maintain personal hygiene |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain how to address personal hygiene issues with an individual in a sensitive manner without imposing own values |
| 2.2 | describe how to make an individual aware of the effects of poor hygiene on others |
| 2.3 | describe how to support an individual to develop and improve personal hygiene routines. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Know how to support an individual to maintain personal hygiene |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify factors that contribute to good personal hygiene |
| 3.2 | explain how to support the preferences and needs of the individual while maintaining their independence |
| 3.3 | describe how to maintain dignity of an individual when supporting intimate personal hygiene |
| 3.4 | describe risks to own health in supporting personal hygiene routines |
| 3.5 | describe how to reduce risks to own health |
| 3.6 | identify others that may be involved in supporting an individual to maintain personal hygiene. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Understand when poor hygiene may be an indicator of other underlying personal issues |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify underlying personal issues that may be a cause of poor |
| 4.2 | describe how underlying personal issues might be addressed. |

| Range/Scope/Additional Guidance |
|---|
| <p>Individual is someone requiring care or support</p> <p>Factors include: washing, showering; washing hair; cleaning clothes; keeping nails clean; washing hands after using the toilet, etc</p> <p>Preferences and needs include: any particular requirements around personal hygiene determined by an individual's culture/faith/belief/religion</p> <p>Maintain Dignity – includes privacy, having trust on both sides, being professional, awareness of abuse, averting eye contact to avoid embarrassment, being gentle, being able to empathise, etc</p> <p>Risks – from infection and reduction through infection control techniques</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public ○ Advocates <p>Underlying personal issues – may include: financial issues, abuse, health issues etc.</p> |

Unit 301

Purpose and Principles of Independent Advocacy (Advo 301)

| | |
|--|---|
| Unit reference: | M/502/3146 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 23, HSC 31, H136, HSC 45, HSC 335, HSC 366, HSC 367, HSC 368, HSC 3111, HSC 3199 and PE 1. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment. |
| Aim | This unit aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand Independent Advocacy. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | define independent advocacy |
| 1.2 | explain the limits to advocacy and boundaries to the service |
| 1.3 | identify the different steps within the advocacy process |
| 1.4 | distinguish when independent advocacy can and cannot help |
| 1.5 | identify a range of services independent advocates commonly signpost to |
| 1.6 | explain the difference between advocacy provided by independent advocates and other people. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to explain principles and values underpinning Independent Advocacy. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the key principles underpinning independent advocacy |
| 2.2 | explain why the key principles are important. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to describe the development of advocacy. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain the purpose of independent advocacy |
| 3.2 | identify key milestones in the history of advocacy |
| 3.3 | explain the wider policy context of advocacy. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to explain different types of advocacy support and their purpose. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | compare a range of advocacy models |
| 4.2 | explain the purpose of different advocacy models |
| 4.3 | identify the commonalities and differences in a range of advocacy models. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Understand the roles and responsibilities of an Independent Advocate. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | explain roles and responsibilities within independent advocacy |
| 5.2 | describe the limits and boundaries of an independent advocate |
| 5.3 | describe the skills, attitudes and personal attributes of a good advocate |
| 5.4 | identify when and who to seek advice from when faced with dilemmas. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Understand advocacy standards. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | describe a range of standards which apply to Independent Advocacy |
| 6.2 | explain how standards can impact on the advocacy role and service. |

| Range/Scope/Additional Guidance |
|---|
| <p>Define: definitions of different models of advocacy eg: peer advocacy, citizen advocacy, issue based advocacy and legal advocacy</p> <p>Limits: differentiate between independent advocacy and advocacy provided by other services and identify boundaries to the service</p> <p>Can and cannot help: identify when to provide support and when to signpost to other services</p> |

Range of services: Including social services, counselling, citizen advice bureau, housing associations.

Key principles: confidentiality, independence, empowerment and being client led.

Purpose: eg: addressing inequality, supporting people to speak up and securing individual rights

Key milestones: the development of advocacy in the UK within the context of development in Europe and America

Wider policy: Inclusion of advocacy within a range of policy initiatives such as Valuing People, Every Child Matters and the personalisation agenda. Range of advocacy models: eg: citizen, issue based, non instructed, self and peer advocacy. Roles and responsibilities: providing emotional support, information, representation and offering a confidential relationship

Limits and boundaries: eg: not giving advice

Skills, attitudes and personal attributes: listening, representation, being approachable, non judgemental, reliable and having a commitment to promoting diversity

When: Identify instances when advice needs to be sought, eg on information sharing or break of confidentiality

Who: line manager, supervisors, peer network.

Standards: local, regional and national; National Standards for the Provision of Children's Advocacy, Action 4 Advocacy's code of Practice, local standards where developed.

Good practice:
This unit assesses the knowledge required to understand the key principles of Independent Advocacy. This unit also provides underpinning knowledge that candidates will require to complete the other units. It is envisaged that the delivery of this unit will take place in a taught classroom environment and candidates will use self study to further evidence of their understanding.

| | |
|--|---|
| Unit reference: | T/502/3147 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 330, HSC 3111, AHP 17, HSC 31, HSC 41, HSC 366, HSC 368, CHS 99 and PE 1 |
| Assessment requirements specified by a sector or regulatory body: | <p>This unit is endorsed by Skills for Health. This unit will be assessed by a portfolio of evidence.</p> <p>Special considerations:</p> <p>The nature of this unit means that most evidence must come from real work activities.</p> <p>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.</p> <p>Simulation must be discussed and agreed in advance with the External Verifier.</p> <p>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.</p> <p>Required sources of performance and knowledge evidence:</p> <ul style="list-style-type: none"> • Direct Observation is the required assessment method to be used to evidence some part of this unit. <p>Other sources of performance and knowledge evidence:</p> <ul style="list-style-type: none"> • 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

Aim

This unit focuses on the practicalities of offering Independent Advocacy support. It aims to develop the skills which will enable candidates to establish safe boundaries within the Independent Advocacy relationship. It also addresses practical strategies to ensure effective outcomes for the person receiving advocacy support.

| Learning outcome | The learner will: |
|---|---|
| 1. Be able to establish safe boundaries to maintain the Advocacy relationship | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the advocacy role to a range of people receiving advocacy support |
| 1.2 | conduct an introductory meeting which establishes key principles of independent advocacy |
| 1.3 | identify a range of issues that can impact on the relationship |
| 1.4 | identify limitations to the independent advocacy role. |

| Learning outcome | The learner will: |
|--|--|
| 2. Be able to establish the advocacy relationship. | |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the potential benefits of advocacy to the individual |
| 2.2 | explain and establish a range of boundaries |
| 2.3 | establish if advocacy support is appropriate |
| 2.4 | establish the individual's requirements |
| 2.5 | explain the complaints procedure of the advocacy service. |

| Learning outcome | The learner will: |
|---|--|
| 3. Be able to assist the individual receiving advocacy support to explore and make choices. | |
| Assessment criteria | |
| The learner can: | |
| 3.1 | support access to information to enable the individual to make an informed choice |
| 3.2 | support the individual to explore possible consequences of making a particular choice |
| 3.3 | distinguish between the advocate's view and the choice made by the individual |

- | | |
|-----|---|
| 3.4 | support the individual to make choices including decisions that may be considered unwise |
| 3.5 | using principles of independent advocacy, respond to individuals who choose to take risks. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to construct an action plan. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support an individual to prioritise his/her goals |
| 4.2 | agree a course of action with the individual receiving advocacy support |
| 4.3 | identify key individuals who will be involved in achieving the plan |
| 4.4 | provide ongoing feedback to the individual |
| 4.5 | review the action plan |
| 4.6 | identify who to seek advice from when the action plan is threatened. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to support the individual receiving advocacy support to self-advocate. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | summarise the benefits of self-advocacy |
| 5.2 | use a range of techniques to support an individual to self-advocate |
| 5.3 | take actions to help individuals achieve their goals. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to act on the instruction of the person receiving advocacy support. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | identify the wishes and feelings of an individual receiving advocacy support |
| 6.2 | agree a preferred course of action |
| 6.3 | provide feedback on action taken to the individual. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 7. | Be able to review and end the advocacy relationship. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | support the individual to assess the outcomes of the advocacy relationship |
| 7.2 | support the individual to establish if further assistance is needed |
| 7.3 | decide when and how to end the advocacy relationship. |

Range/Scope/Additional Guidance

Range of people: eg: older people, young people, people with learning disabilities

Key principles: including confidentiality, information sharing and independence

Range of issues: positive and negative elements which can impact on the relationship.

Boundaries: including confidentiality, information sharing, individual's expectations of the advocacy relationship, establishing end and length of the relationship.

Information: from a range of sources, including internet, other services and individuals.

Possible consequences: comparison of potential risks and advantages for individuals making a particular choice

Respond: awareness on the advocates' part that they might be asked to do something they consider to be risky or dangerous.

Course of action: identifying who is responsible for specific actions

Key individuals: eg: individuals receiving advocacy support, line managers, supervisors, peer networks.

Range of techniques: including reflection, modelling, demonstrations, role play, encouragement and praise.

Further assistance: including other types of assistance such as advocacy and other support services.

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

Unit 303

Maintaining the Independent Advocacy Relationship (Advo 303)

| | |
|--|--|
| Unit reference: | A/502/3148 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 3111, HSC 22, GEN 12, HSC 23, H136, HSC 335, HSC 368 and HSC 45. |
| Assessment requirements specified by a sector or regulatory body: | <p>This unit is endorsed by Skills for Health. This unit will be assessed by a portfolio of evidence.</p> <p>Special Considerations:</p> <p>The nature of this unit means that most evidence must come from real work activities.</p> <p>Simulation can only be used in exceptional circumstances for example:</p> <p>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.</p> <p>Simulation must be discussed and agreed in advance with the External Verifier.</p> <p>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.</p> <p>Required sources of performance and knowledge evidence:</p> <ul style="list-style-type: none">• Direct Observation is the required assessment method to be used to evidence some part of this unit. <p>Other sources of performance and knowledge evidence:</p> <ul style="list-style-type: none">• 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 |

| | |
|------------|--|
| | <p>candidate's performance can be established.</p> <ul style="list-style-type: none"> • Work products • Professional discussion • Candidate/ reflective accounts • Questions asked by assessors • Witness testimonies • Projects/Assignments/RPL • Case studies |
| Aim | <p>The unit examines the relationship between an Independent Advocate and the individual receiving advocacy support. It aims to equip the learner with the skills to maintain an independent and client led relationship whilst developing an understanding of the limitations of the role.</p> |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Know what to do when faced with practice dilemmas. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify a range of ethical and practical challenges commonly faced by advocates |
| 1.2 | develop a plan or strategy to respond to a range of challenges and threats |
| 1.3 | identify a range of people who can offer support in responding to dilemmas and threats. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to deal positively with conflict. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | identify a range of situations and people where conflict may arise |
| 2.2 | develop positive strategies in resolving conflict. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Maintain accurate records. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain the importance of writing and maintaining accurate records |
| 3.2 | identify a range of information which is and is not relevant |
| 3.3 | use appropriate templates to record information. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to prioritise competing work commitments. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify essential and non essential advocacy tasks |
| 4.2 | prioritise competing commitments and tasks. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to use personal value base and power appropriately. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | explain personal motivation and why the learner wants to provide independent advocacy support |
| 5.2 | identify personal values in relation to mental health, disability, human rights, participation and best interests |
| 5.3 | identify sources of personal power. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to use supervision as a tool to reflect and improve practice. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | explain the purpose and function of supervision |
| 6.2 | identify methods of preparing for supervision |
| 6.3 | participate in supervision |
| 6.4 | use self reflection to explore the advocate practice |
| 6.5 | use supervision to identify opportunities to improve skills and knowledge |
| 6.6 | use supervision to explore emotional and practical challenges. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 7. | Be able to use local and national networks. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | identify the role of local and national networks |
| 7.2 | access support from local and national networks |
| 7.3 | contribute to the work of local and national networks. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 8. | Be able to respond to concerns of abuse. |
| Assessment criteria | |
| The learner can: | |
| 8.1 | identify potential signs of child (or) adult abuse |
| 8.2 | explain child (or) adult protection procedures |
| 8.3 | use the advocacy organisation's protection policy to respond to concerns of abuse |

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| 8.4 ensure the individual receiving advocacy support is empowered to have their voice heard through protection processes |
| 8.5 support the individual to uphold their right to be heard. |

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| Range/Scope/Additional Guidance |
| <p>Ethical and practical challenges: challenges such as breaching confidentiality, risk taking, information sharing, maintaining independence, managing conflict of interest and promoting risky choices</p> <p>Range of people: a range of people who can offer support including manager, peers and trustees.</p> <p>Range of situations: situations where conflict may arise including making complaints, during meetings and appeals.</p> <p>Range of information: including personal information, legal rights and options.</p> <p>Access support: through visits, accessing resources, internet, telephone phone</p> <p>Contribute: through a variety of methods including attending conferences, regional networks.</p> <p>Good Practice</p> <p>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.</p> |

Unit 304

Understand mental well-being and mental health promotion (CMH 301)

| | |
|--|---|
| Unit reference: | F/602/0097 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 14 |
| Relationship to NOS: | This unit is linked to MH25. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Health. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Evaluate two different views on the nature of mental well-being and mental health |
| 1.2 | Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none">a biological factorsb social factorsc psychological factors. |
| 1.3 | Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health <ul style="list-style-type: none">a. risk factors including inequalities, poor quality social relationshipsb. protective factors including socially valued roles, social support and contact. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the steps that an individual may take to promote their mental well-being and mental health |
| 2.2 | explain how to support an individual in promoting their mental well-being and mental health. |
| 2.3 | evaluate a strategy for supporting an individual in promoting their mental well-being and mental health |
| 2.4 | describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community |
| 2.5 | evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community. |

| Range/Scope/Additional Guidance |
|--|
| <p>Supporting information</p> <p>Learning outcome 1, assessment criteria 1 requires learners to ‘explain the range of factors that may influence mental well-being and mental health problems across the life span’. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals’ early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.</p> |

Unit 305

Understand mental health problems (CMH 302)

| | |
|--|---|
| Unit reference: | J/602/0103 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 14 |
| Relationship to NOS: | This unit is linked to MH14. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Health. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Know the main forms of mental ill health. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders. |
| 1.2 | Explain the key strengths and limitations of the psychiatric classification system. |
| 1.3 | Explain two alternative frameworks for understanding mental distress. |
| 1.4 | Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Know the impact of mental ill health on individuals and others in their social network. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health. |
| 2.2 | Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts |
| 2.3 | Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts |
| 2.4 | Explain the benefits of early intervention in promoting an individual's mental health and well-being. |

| Range/Scope/Additional Guidance |
|--|
| <p>Supporting information</p> <p>In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.</p> |

Unit 306

Understand the process and experience of dementia (DEM 301)

| | |
|--|--|
| Unit reference: | J/601/3538 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 22 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering underpinning knowledge. |
| Aim | This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the neurology of dementia. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe a range of causes of dementia syndrome |
| 1.2 | describe the types of memory impairment commonly experienced by individuals with dementia |
| 1.3 | explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia |
| 1.4 | explain how other factors can cause changes in an individual's condition that may not be attributable to dementia |
| 1.5 | explain why the abilities and needs of an individual with dementia may fluctuate. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the impact of recognition and diagnosis of dementia. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe the impact of early diagnosis and follow up to diagnosis |
| 2.2 | explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working |
| 2.3 | explain the process of reporting possible signs of dementia within agreed ways of working |
| 2.4 | describe the possible impact of receiving a diagnosis of dementia on |

- the individual
- their family and friends.

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand how dementia care must be underpinned by a person centred approach |
| Assessment criteria | |
| The learner can: | |
| 3.1 | compare a person centred and a non-person centred approach to dementia care |
| 3.2 | describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia |
| 3.3 | describe how myths and stereotypes related to dementia may affect the individual and their carers |
| 3.4 | describe ways in which individuals and carers can be supported to overcome their fears |

| Range/Scope/Additional Guidance |
|--|
| <p>Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia</p> <p>An individual is someone requiring care or support</p> <p>Carers may include</p> <ul style="list-style-type: none"> ○ Partner ○ Family ○ Friends ○ Neighbours. |

Unit 307

Understand the diversity of individuals with dementia and the importance of inclusion (DEM 310)

| | |
|--|---|
| Unit reference: | Y/601/3544 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to HSC 21, 31, 41, 24, 35 and 45 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering underpinning knowledge. |
| Aim | This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion that are fundamental to person centred care practice. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the concept of diversity and its relevance to working with individuals who have dementia. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain what is meant by the terms <ul style="list-style-type: none">○ diversity○ anti-discriminatory practice○ anti-oppressive practice |
| 1.2 | explain why it is important to recognise and respect an individual's heritage |
| 1.3 | describe why an individual with dementia may be subjected to discrimination and oppression |
| 1.4 | describe how discrimination and oppressive practice can be challenged. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand that each individual's experience of dementia is unique. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain why it is important to identify an individual's specific and unique needs |

- 2.2 compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- 2.3 describe how the experience of an individual's dementia may impact on carers
- 2.4 describe how the experience of dementia may be different for individuals
 - o who have a learning disability
 - o who are from different ethnic backgrounds
 - o at the end of life.

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the importance of working in a person centred way and how this links to inclusion. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how current legislation and Government policy supports person centred working |
| 3.2 | explain how person centred working can ensure that an individual's specific and unique needs are met |
| 3.3 | describe ways of helping an individual's carers or others understand the principles of person centred care |
| 3.4 | identify practical ways of helping the individual with dementia maintain their identity. |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Heritage. This refers to an individual's culture, history and personal experiences and is unique to them</p> <p>Others may include:</p> <ul style="list-style-type: none"> o Care worker o Colleagues o Managers o Social worker o Occupational Therapist o GP o Speech and Language Therapist o Physiotherapist o Pharmacist o Nurse o Specialist nurse o Psychologist o Psychiatrist o Independent Mental Capacity Advocate o Independent Mental Health Advocate o Advocate o Dementia care advisor o Support groups |

Unit 308

Provide support to maintain and develop skills for everyday life (HSC 3003)

| | |
|--|--|
| Unit reference: | L/601/8028 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 28 |
| Relationship to NOS: | This unit is linked to HSC344. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit is assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the context of supporting skills for everyday life. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | compare methods for developing and maintaining skills for everyday life |
| 1.2 | analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life |
| 1.3 | explain how maintaining, regaining or developing skills can benefit individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support individuals to plan for maintaining and developing skills for everyday life. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work with an individual and others to identify skills for everyday life that need to be supported |
| 2.2 | agree with the individual a plan for developing or maintaining the skills identified |
| 2.3 | analyse possible sources of conflict that may arise when planning and ways to resolve them |
| 2.4 | support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to support individuals to retain, regain or develop skills for everyday life |
| Assessment criteria | |
| The learner can: | |
| 3.1 | provide agreed support to develop or maintain skills, in a way that promotes active participation |
| 3.2 | give positive and constructive feedback to the individual during activities to develop or maintain their skills |
| 3.3 | describe actions to take if an individual becomes distressed or unable to continue. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to evaluate support for developing or maintaining skills for everyday life. |
| Assessment criteria | |
| The learner can: | |
| 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 . |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> ○ Family ○ Advocates ○ Team members ○ Line Manager ○ Specialists ○ Others who are important to the individual's well-being <p>The plan may include:</p> <ul style="list-style-type: none"> ○ Goals (short, medium and long term) ○ The type and level of support needed to achieve goals ○ Roles and responsibilities ○ Ways to address any associated risks ○ Ways to monitor the plan <p>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</p> <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 309

Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

| | |
|--|---|
| Unit reference: | L/601/8644 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | This unit is linked to HSC351 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to plan, take part in and evaluate learning or development activities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the role of learning and development activities in meeting individual needs. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the benefits to individuals of engaging in learning or development activities |
| 1.2 | analyse the purpose of a range of learning or development activities in which individuals may participate |
| 1.3 | explain how individual needs and preferences may influence how learning and development activities are accessed or delivered. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to identify learning and development activities to meet individual needs and preferences |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support the individual to communicate their goals, needs and preferences about learning or development activities |
| 2.2 | provide the individual and others with information on possible learning or development activities |

- | | |
|-----|--|
| 2.3 | assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities |
| 2.4 | work with the individual and others to agree learning or development activities that will suit the individual. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to plan learning and development activities with individuals |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe factors that may affect the way a programme of learning or development activities is implemented and supported |
| 3.2 | establish with the individual and others a plan for implementing the programme of activities |
| 3.3 | assess risks in line with agreed ways of working . |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to prepare for learning and development activities. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | obtain or prepare resources or equipment needed for the activity |
| 4.2 | describe how resources or equipment might be adapted to meet the needs of an individual |
| 4.3 | support the individual to prepare for an activity so as to minimise risks and maximise their participation |
| 4.4 | prepare the environment so that the activity can be carried out safely and effectively. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to facilitate learning and development activities with individuals. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | carry out agreed role in facilitating the activity |
| 5.2 | support the individual to engage with the activity in a way that promotes active participation |
| 5.3 | encourage the individual to give feedback about how the activity is implemented and the support provided |
| 5.4 | make adjustments in response to feedback. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to evaluate and review learning and development activities. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | agree with the individual and others the process and criteria for evaluation of the activity and the support provided |
| 6.2 | collate and present information for evaluation as agreed |
| 6.3 | use agreed criteria to evaluate the activity with the individual and others |

- | | |
|-----|---|
| 6.4 | make recommendations for any changes in the activity, its implementation or the support provided |
| 6.5 | explain the importance of recognising progress achieved through a learning or development activity. |

| Range/Scope/Additional Guidance |
|--|
| <p>Learning and development activities may include:</p> <ul style="list-style-type: none">○ Intellectual pursuits○ Activities to promote fitness or mobility○ Activities relating to skills development○ Activities to promote participation and interaction <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none">○ Family members○ Advocates○ Line Manager○ Specialists○ Others who are important to the individual's well-being <p>A plan for a learning or development activity may include:</p> <ul style="list-style-type: none">○ The purpose of the activity○ How the activity will be implemented○ Timescales for implementation○ The roles and responsibilities of those involved○ The level and type of support required○ Resources or equipment needed○ Ways to minimise risks <p>Agreed ways of working will include policies and procedures where these exist</p> <p>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.</p> |

Unit 310

Prepare to support individuals within a shared lives arrangement (HSC 3012)

| | |
|--|--|
| Unit reference: | M/601/9611 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 31 |
| Relationship to NOS: | This unit is linked to HSC 333 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit provides the knowledge and skills required for those preparing to support an individual within a shared lives arrangement. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how shared lives arrangements can benefit individuals |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the potential benefits to individuals of being supported through a shared lives arrangement |
| 1.2 | explain how a shared lives arrangement can promote person centred support that enables individuals to take responsibility for decisions about their lives and actions. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to access and share information relevant to the provision of a shared lives arrangement for individuals. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | establish with the people organising the provision of a shared lives arrangement the information and support required by key people and self |
| 2.2 | access information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement |
| 2.3 | share with key people information and guidance about the rights, duties and responsibilities of those involved in providing a shared lives arrangement. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to address the potential impact on key people of providing a shared lives arrangement |
| Assessment criteria | |
| The learner can: | |
| 3.1 | establish with key people the potential effects on their lives of providing a shared lives arrangement for an individual |
| 3.2 | establish with key people any concerns and issues in relation to providing a shared lives arrangement for an individual |
| 3.3 | agree any changes required in order to provide a shared lives arrangement for individuals |
| 3.4 | identify with key people strategies for dealing with any potential areas of conflict. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to carry out an analysis of own development needs before supporting an individual in a shared lives arrangement. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | evaluate own knowledge, understanding and skills in relation to supporting an individual in a shared lives arrangement |
| 4.2 | investigate ways to fill gaps in own knowledge, understanding and skills. |

| Range/Scope/Additional Guidance |
|--|
| <p>Shared lives arrangements may include:</p> <ul style="list-style-type: none"> ○ Long term accommodation support ○ Short breaks ○ Day time support ○ Kinship support ○ Adult placement (Wales). <p>Key people may include:</p> <ul style="list-style-type: none"> ○ Those who share the learner's home ○ Members of learner's extended family ○ Learner's social networks ○ Others who may be involved in the shared lives arrangement. |

Unit 311

Support individuals to access and use services and facilities (HSC 3013)

| | |
|--|---|
| Unit reference: | F/601/7927 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 330. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand factors that influence individuals' access to services and facilities |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe how accessing a range of services and facilities can be beneficial to an individual's well being |
| 1.2 | identify barriers that individuals may encounter in accessing services and facilities |
| 1.3 | describe ways of overcoming barriers to accessing services and facilities |
| 1.4 | explain why it is important to support individuals to challenge information about services that may present a barrier to participation |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to support individuals to select services and facilities |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work with an individual to identify a range of services and facilities likely to meet their assessed needs |
| 2.2 | agree with an individual their preferred options for accessing services and facilities |
| 2.3 | work with an individual to select services or facilities that meet their assessed needs and preferences. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to support individuals to access and use services and facilities. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify with an individual the resources, support and assistance required to access and use selected services and facilities |
| 3.2 | carry out agreed responsibilities to enable the individual to access and use services and facilities |
| 3.3 | explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals' to review their access to and use of services and facilities. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | work with an individual to evaluate whether services or facilities have met their assessed needs and preferences |
| 4.2 | support an individual to provide feedback on their experience of accessing and using services or facilities |
| 4.3 | work with an individual to evaluate the support provided for accessing and using services or facilities |
| 4.4 | identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities. |

| Range/Scope/Additional Guidance |
|---|
| <p>Services and facilities may include:</p> <ul style="list-style-type: none"> ○ Services provided within an individual's home ○ Services to enable an individual to meet their social care needs ○ Community facilities <p>An individual is someone requiring care or support</p> <p>Information to be challenged may include information that is</p> <ul style="list-style-type: none"> ○ Misleading ○ Inaccurate ○ Discriminatory ○ Inaccessible ○ Excluding individuals. |

Unit 312

Provide support for individuals within a shared lives arrangement (HSC 3014)

| | |
|--|---|
| Unit reference: | J/601/9601 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | This unit is linked to HSC 334. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 2, 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit provides the knowledge and skills required for those supporting an individual within a shared lives arrangement. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how to establish the needs, background, experiences, wishes, preferences and choices of an individual. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the importance of 'getting to know' the individual |
| 1.2 | identify sources of information that can inform the process |
| 1.3 | explain the importance of supporting an individual to communicate their own background, experiences, wishes and preferences. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to identify how an individual's needs can be met through a shared lives arrangement. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work with the individual and others to assess how identified requirements can be met within the shared lives arrangement |
| 2.2 | work with the individual and others to identify factors that may affect the individual's integration into the home environment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Know how to address potential power imbalances in a shared lives arrangement. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how sharing own home may create a sense of power imbalance between an individual, self and key people |
| 3.2 | identify ways that potential power imbalances may be addressed to promote full membership of the household |
| 3.3 | identify strategies that could be used to address conflicts and disagreements. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to assist individuals to adjust to the home environment. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | provide a welcoming and supportive environment for an individual with the help of key people |
| 4.2 | provide opportunities for the individual to meet and get to know key people |
| 4.3 | support the individual to settle into the home environment |
| 4.4 | support the individual to communicate their thoughts and feelings about sharing the home environment |
| 4.5 | describe actions to take if an individual is distressed |
| 4.6 | provide opportunities for the individual's continued personal and social development. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to support key people to adjust to a shared lives arrangement. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | establish with key people any adjustments that might need to be made to support an individual within the home |
| 5.2 | establish strategies to deal with any conflict and disagreements that may arise |
| 5.3 | work with the individual and key people to agree 'house rules' in order to minimise potential difficulties |
| 5.4 | describe ways to balance the needs of key people and the individual |
| 5.5 | support key people to participate in the shared lives arrangement. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to contribute to on-going review of the shared lives arrangement. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Provide regular feedback on the shared lives arrangement in line with agreed ways of working |
| 6.2 | Work with the individual, key people and those organising the shared lives arrangement to review its effectiveness. |

| Range/Scope/Additional Guidance |
|--|
| <p>Shared lives arrangements may include:</p> <ul style="list-style-type: none"> ○ Long term accommodation support ○ Short breaks ○ Day time support ○ Kinship support ○ Adult placement (Wales) <p>Key people may include:</p> <ul style="list-style-type: none"> ○ Those who share the learner's home ○ Members of learner's extended family ○ Learner's social networks ○ Others who may be involved in the shared lives arrangement <p>Agreed ways of working will include policies and procedures where these exist</p> |

Unit 313

Support individuals in their relationships (HSC 3019)

| | |
|--|---|
| Unit reference: | R/601/8578 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | This unit is linked to HSC 331. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of the individual. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support for individuals to establish and maintain relationships and social networks. Additional support that may be needed regarding sexual relationships is not addressed within this unit. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand factors affecting the capacity of individuals to develop and/or maintain relationships . |
| Assessment criteria | |
| The learner can: | |
| 1.1 | analyse reasons why individuals may find it difficult to establish or maintain relationships |
| 1.2 | describe types of legal restriction or requirement that may affect individuals relationships |
| 1.3 | explain how an individual's capacity to establish or maintain relationships may be affected by the way support is provided |
| 1.4 | explain the importance of ensuring privacy and confidentiality when providing support for relationships. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support individuals to identify beneficial relationships. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | support an individual to understand the likely benefits of positive relationships |
| 2.2 | support the individual to recognise when a relationship may be detrimental or harmful |
| 2.3 | work with the individual to identify specific relationships that are likely to be beneficial to them. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support individuals to develop new relationships. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe types of support and information an individual may need in order to extend their social network |
| 3.2 | establish with an individual the type and level of support needed to develop a new relationship |
| 3.3 | provide agreed support and information to develop the relationship |
| 3.4 | encourage continued participation in actions and activities to develop the relationship. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals to maintain existing relationships. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe types of support an individual may need in order to maintain an existing relationship with family or friends |
| 4.2 | establish with an individual the type and level of support needed to maintain the relationship |
| 4.3 | provide agreed support to maintain the relationship. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to work with individuals to review the support provided for relationships. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | establish with the individual the criteria for evaluating how effective support for a relationship has been |
| 5.2 | collate information about the relationship and the support provided |
| 5.3 | work with the individual and others to review and revise the support provided |
| 5.4 | report and record in line with agreed ways of working . |

| Range/Scope/Additional Guidance |
|--|
| <p>Relationships may include:</p> <ul style="list-style-type: none">○ Family relationships○ Friendships○ Social networks○ Moved to here. <p>An individual is someone requiring care or support</p> <p>Information may include:</p> <ul style="list-style-type: none">○ Feedback from the individual and others○ Observations○ Records <p>Others may include:</p> <ul style="list-style-type: none">○ family○ friends○ advocates○ others who are important to the individual's well-being <p>Agreed ways of working will include policies and procedures where these exist</p> |

Unit 314

Support individuals to manage their finance (HSC 3023)

| | |
|--|--|
| Unit reference: | D/601/7904 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit is linked to HSC 345 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care & Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to manage and review their financial affairs, in accordance with their needs and preferences. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Know how to access information and advice about financial affairs. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify sources of information and advice about methods and services for managing personal finances |
| 1.2 | identify sources of information and advice about benefits and allowances |
| 1.3 | describe the role of others who may be involved in supporting individuals to manage their own finances |
| 1.4 | describe how and when to access specialist expertise about managing financial affairs |
| 1.5 | explain how to access advice on safeguarding against financial abuse. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to provide support for individuals to manage their finances. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs |
| 2.2 | work with the individual to identify the skills they have for managing their own finances |

| | |
|-----|--|
| 2.3 | identify an individual's preferred methods and services for managing their finances |
| 2.4 | provide support for managing finances in a way that promotes active participation and safeguards the individual |
| 2.5 | contribute to records and reports about finances in line with agreed ways of working. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to contribute to applying for financial assistance. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | provide support for an individual to check the benefits and allowances to which they are entitled |
| 3.2 | contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to contribute to reviewing support for managing finances |
| Assessment criteria | |
| The learner can: | |
| 4.1 | agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances |
| 4.2 | work with the individual to evaluate methods, services and support for managing finances |
| 4.3 | agree with the individual any changes to methods, services and support for managing finances |
| 4.4 | provide feedback to an organisation or agency about the effectiveness of financial information or support |
| 4.5 | explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support. |

| Range/Scope/Additional Guidance |
|---|
| <p>Methods and services for managing personal finances may include those for</p> <ul style="list-style-type: none"> ○ budgeting ○ tracking income and expenditure ○ making payments ○ keeping money safely ○ managing debts ○ keeping financial records <p>Agreed ways of working will include policies and procedures where these exist and will indicate where others need to be involved</p> <p>An individual is someone requiring care or support</p> <p>Others may include</p> <ul style="list-style-type: none"> ○ family ○ friends ○ advocates ○ professionals |

- others who are important to the individual's well-being

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

Unit 315

Support individuals to access housing and accommodation services (HSC 3027)

| | |
|--|--|
| Unit reference: | K/601/7906 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 24 |
| Relationship to NOS: | This unit is linked to HSC 349. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4, 5, and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand support available to access housing and accommodation services. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify sources of funding and benefits that are available for housing and accommodation services |
| 1.2 | analyse the range of housing and accommodation services available |
| 1.3 | explain how and where to access specialist information and advice about housing and accommodation services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to work with individuals to identify housing and accommodation services that meet their needs |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work with an individual to identify their accommodation requirements |
| 2.2 | work with the individual to understand the range of accommodation services that could meet their needs |
| 2.3 | support the individual to understand requirements that may be made by housing and accommodation services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to work with individuals to plan to access housing and accommodation services. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | work with the individual and others to agree a plan for accessing housing and accommodation services |
| 3.2 | establish with an individual which housing and accommodation services will be approached. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to work with individuals to access housing and accommodation services. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support the individual to prepare to attend meetings with housing and accommodation services |
| 4.2 | work with the individual to provide accurate and complete information to express their requirements and preferences |
| 4.3 | support the individual to understand the outcome of decisions made by a housing or accommodation service |
| 4.4 | describe ways to challenge discrimination in accessing housing and accommodation services. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to work with housing and accommodation services to meet the needs of individuals. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | provide housing and accommodation services with information about own role and responsibilities |
| 5.2 | demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to contribute to the review of housing and accommodation services for individuals. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | work with the individual and others to: <ul style="list-style-type: none"> ○ monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences ○ identify any additional support needed |
| 6.2 | consult with others about any problems and proposed solutions |
| 6.3 | record and report on the review in line with agreed ways of working . |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>A plan may include:</p> <ul style="list-style-type: none">o realistic and achievable goalso actions the individual will takeo the level and type of support requiredo roles and responsibilitieso timescaleso how and when progress towards goals will be reviewed <p>Others may include:</p> <ul style="list-style-type: none">o carerso friends and relativeso professionalso others who are important to the individual's well-being <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 316

Support individuals with specific communication needs (HSC 3029)

| | |
|--|---|
| Unit reference: | T/601/8282 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | This unit is linked to HSC 369 and HSC 370. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment. |
| Aim | This unit is for those who Support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication. |

| Learning outcome | The learner will: |
|--|---|
| 1. Understand specific communication needs and factors affecting them. | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the importance of meeting an individual's communication needs |
| 1.2 | explain how own role and practice can impact on communication with an individual who has specific communication needs |
| 1.3 | analyse features of the environment that may help or hinder communication |
| 1.4 | analyse reasons why an individual may use a form of communication that is not based on a formal language system |
| 1.5 | identify a range of communication methods and aids to support individuals to communicate |
| 1.6 | describe the potential effects on an individual of having unmet communication needs. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work in partnership with the individual and others to identify the individual's specific communication needs |
| 2.2 | contribute to identifying the communication methods or aids that will best suit the individual |
| 2.3 | explain how and when to access information and support about identifying and addressing specific communication needs. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to interact with individuals using their preferred communication. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | prepare the environment to facilitate communication |
| 3.2 | use agreed methods of communication to interact with the individual |
| 3.3 | monitor the individual's responses during and after the interaction to check the effectiveness of communication |
| 3.4 | adapt own practice to improve communication with the individual. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to promote communication between individuals and others. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support the individual to develop communication methods that will help them to understand others and be understood by them |
| 4.2 | provide opportunities for the individual to communicate with others |
| 4.3 | support others to understand and interpret the individual's communication |
| 4.4 | support others to be understood by the individual by use of agreed communication methods. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Know how to support the use of communication technology and aids. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | identify specialist services relating to communication technology and aids |
| 5.2 | describe types of support that an individual may need in order to use communication technology and aids |
| 5.3 | explain the importance of ensuring that communication equipment is correctly set up and working properly. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to review an individual's communication needs and the support provided to address them. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | collate information about an individual's communication and the support provided |
| 6.2 | contribute to evaluating the effectiveness of agreed methods of communication and support provided |
| 6.3 | work with others to identify ways to support the continued development of communication. |

| Range/Scope/Additional Guidance |
|--|
| <p>Aids may include:</p> <ul style="list-style-type: none"> ○ Technological aids ○ Human aids <p>An individual is someone with specific communication needs who requires care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> ○ family ○ advocates ○ specialist communication professionals ○ others who are important to the individual's well-being <p>Information may include:</p> <ul style="list-style-type: none"> ○ Observations ○ Records ○ Feedback from the individual and others. |

Unit 317

Support individuals during a period of change (HSC 3033)

| | |
|--|---|
| Unit reference: | M/601/7907 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 29 |
| Relationship to NOS: | This unit is linked to HSC 382. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand reasons for and responses to change. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe types of change that may occur in the course of an individual's life |
| 1.2 | analyse factors that may make change a positive or a negative experience |
| 1.3 | describe approaches likely to enhance an individual's capacity to manage change and experience change positively. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to support individuals to plan how to manage or adapt to change. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work with individuals and others to identify recent or imminent changes affecting them |
| 2.2 | support the individual to assess the implications and likely impacts of the change identified |
| 2.3 | work with the individual and others to plan how to adapt to or manage the change |
| 2.4 | explain the importance of both practical support and emotional support during a time of change |
| 2.5 | identify and agree roles and responsibilities for supporting a change. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support individuals to manage or adapt to change. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | carry out agreed role and responsibilities for supporting change, in ways that promote active participation |
| 3.2 | provide information and advice to support the individual to manage change |
| 3.3 | support the individual to express preferences and anxieties when going through change |
| 3.4 | adapt support methods to take account of preferences or anxieties |
| 3.5 | describe how and when to seek additional expertise and advice when supporting an individual through change. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to evaluate the support provided during a period of change. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | agree with the individual and others how the support provided will be evaluated, and who will be involved |
| 4.2 | work with the individual and others to identify positive and negative aspects of a change |
| 4.3 | work with the individual and others to evaluate the effectiveness of methods used to support the change process |
| 4.4 | record and report on the effectiveness of support for the change process. |

| Range/Scope/Additional Guidance |
|---|
| <p>Types of change include changes that are:</p> <ul style="list-style-type: none"> ○ positive ○ negative ○ chosen ○ unchosen ○ temporary ○ permanent <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> ○ Carers ○ Friends and relatives ○ Professionals ○ Others who are important to the individual's well-being <p>The plan to manage a change may incorporate:</p> <ul style="list-style-type: none"> ○ the individual's preferences associated with the change ○ existing skills or knowledge the individual has that will help them manage the change ○ new skills or knowledge the individual may need to develop in order to manage the change ○ resources and expertise for managing the change that exist |

within the individual's personal network

- additional resources, support or expertise needed
- ways to address risks that may arise from a change

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.

Unit 318

Support individuals to prepare for and settle in to new home environments (HSC 3034)

| | |
|--|---|
| Unit reference: | T/601/7908 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | This unit is linked to HSC 383. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle in to new home environments. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand factors affecting a move to a new home environment . |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify reasons why individuals may move to a new home environment |
| 1.2 | explain the effects that moving may have on an individual and their personal relationships |
| 1.3 | analyse strategies that can help a move to go smoothly. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support individuals to prepare to move into new home environments. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | access information and advice to support an individual to move and settle into a new home environment |
| 2.2 | provide an individual and others with information about the proposed new home environment |
| 2.3 | work with the individual and others to plan for the move |
| 2.4 | support the individual to express their feelings about the move and any concerns they may have |
| 2.5 | demonstrate strategies to address concerns. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support individuals to settle into new home environments. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | support the individual to familiarise themselves with the new environment and living arrangements |
| 3.2 | support the individual to explore opportunities to: <ul style="list-style-type: none"> o maintain existing social networks and/or o create new social networks |
| 3.3 | support the individual to adjust to living with new people or to living alone |
| 3.4 | work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals to review the impact of new home environments. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | work with the individual and others to agree a process to review the move |
| 4.2 | work with the individual to review positive and negative effects of the move |
| 4.3 | work with the individual and others to plan how to maintain benefits of the move and address any difficulties |
| 4.4 | agree any additional resources, facilities and support required |
| 4.5 | record and report on the outcomes of the move, in line with agreed ways of working . |

| Range/Scope/Additional Guidance |
|--|
| <p>A move to a new home environment may include:</p> <ul style="list-style-type: none"> o Temporary moves o Permanent moves o Home to residential care o Hospital to home o Ward to ward o Homelessness to hostel o Residential care to independent living o Home to sheltered accommodation <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none"> o Carers o Friends and relatives o Professionals o Others who are important to the individual's well-being <p>The plan to prepare for a move will incorporate:</p> <ul style="list-style-type: none"> o The individual's views, feelings, preferences and priorities |

relating to the move

- Ways to identify and address any risks associated with the move
- Ways to address any special support requirements
- Ways to ensure that any legal requirements are met
- Timescales for the move

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

Unit 319

Work in partnership with families to support individuals (HSC 3038)

| | |
|--|--|
| Unit reference: | H/601/8147 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | This unit is linked to HSC 387 and HSC 388. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand partnership working with families. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | analyse the contribution of families to the care and/or support of individuals |
| 1.2 | identify factors that may affect the level of involvement of family members in care and/or support |
| 1.3 | describe dilemmas or conflicts that may arise when working in partnership with families to support individuals |
| 1.4 | explain how the attitudes of a worker affect partnership working with families. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to establish and maintain positive relationships with families. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | interact with family members in ways that respect their culture, experiences and expertise |
| 2.2 | demonstrate dependability in carrying out actions agreed with families |
| 2.3 | describe principles for addressing dilemmas or conflicts that may arise in relationships with families. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to plan shared approaches to the care and support of individuals with families. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | agree with the individual, family members and others the proposed outcomes of partnership working with a family |
| 3.2 | clarify own role, role of family members, and roles of others in supporting the individual |
| 3.3 | support family members to understand person centred approaches and agreed ways of working |
| 3.4 | plan ways to manage risks associated with sharing care or support |
| 3.5 | agree with the individual and family members processes for monitoring the shared support plan. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to work with families to access support in their role as carers. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | work with family members to identify the support they need to carry out their role |
| 4.2 | provide accessible information about available resources for support |
| 4.3 | work with family members to access resources. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to exchange and record information about partnership work with families. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | exchange information with the individual and family members about: <ul style="list-style-type: none"> o implementation of the plan o changes to needs and preferences |
| 5.2 | record information in line with agreed ways of working about: <ul style="list-style-type: none"> o progress towards outcomes o effectiveness of partnership working. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to contribute to reviewing partnership work with families. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | agree criteria and processes for reviewing partnership work with families |
| 6.2 | agree criteria and processes for reviewing support for family members |
| 6.3 | encourage the individual and family members to participate in the review |

| | |
|-----|--|
| 6.4 | carry out own role in the review of partnership working. |
|-----|--|

| Learning outcome | The learner will: |
|---------------------|---|
| 7. | Be able to provide feedback about support for families. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | provide feed back to others about the support accessed by family members |
| 7.2 | report on any gaps in the provision of support for family members |
| 7.3 | describe ways to challenge information or support that is discriminatory or inaccessible. |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Others may include:</p> <ul style="list-style-type: none">o organisations providing support to family memberso other professionals. <p>Agreed ways of working will include policies and procedures where they exist.</p> <p>Resources may include:</p> <ul style="list-style-type: none">o Materials and equipmento Trainingo Financial supporto Transporto Support groupso Therapeutic serviceso Other professionals. |

Unit 320

Promote positive behaviour (HSC 3045)

| | |
|--|--|
| Unit reference: | F/601/3764 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 44 |
| Relationship to NOS: | This unit is linked to HSC 326, 337 and 398. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 3, 4, 5 & 6 must be assessed in real work environment. |
| Aim | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice |
| 1.2 | define what is meant by restrictive interventions |
| 1.3 | explain when restrictive interventions may and may not be used |
| 1.4 | explain who needs to be informed of any incidents where restrictive interventions have been used |
| 1.5 | explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour |
| 1.6 | describe safeguards that must be in place if restrictive physical interventions are used. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the context and use of proactive and reactive strategies. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the difference between proactive and reactive strategies |

| | |
|-----|---|
| 2.2 | identify the proactive and reactive strategies that are used within own work role |
| 2.3 | explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used |
| 2.4 | explain the importance of maintaining a person or child centred approach when establishing proactive strategies |
| 2.5 | explain the importance of reinforcing positive behaviour with individuals |
| 2.6 | evaluate the impact on an individual's well being of using reactive rather than proactive strategies. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to promote positive behaviour. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how a range of factors may be associated with challenging behaviours |
| 3.2 | evaluate the effectiveness of proactive strategies on mitigating challenging behaviours |
| 3.3 | highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour |
| 3.4 | demonstrate how to model to others best practice in promoting positive behaviour. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to respond appropriately to incidents of challenging behaviour. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify types of challenging behaviours |
| 4.2 | demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines |
| 4.3 | explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incidents of challenging behaviour |
| 4.4 | demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to support individuals and others following an incident of challenging behaviour. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour |
| 5.2 | describe how an individual can be supported to reflect on an incident including: |

| | |
|-----|--|
| | <ul style="list-style-type: none"> ○ how they were feeling at the time prior to and directly before the incident ○ their behaviour ○ the consequence of their behaviour ○ how they were feeling after the incident |
| 5.3 | describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour |
| 5.4 | demonstrate how to debrief others involved in an incident of challenging behaviour |
| 5.5 | describe the steps that should be taken to check for injuries following an incident of challenging behaviour. |

| Learning outcome | The learner will: |
|---------------------|--|
| 6. | Be able to review and revise approaches to promoting positive behaviour. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour |
| 6.2 | work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities |
| 6.3 | demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour. |

| Range/Scope/Additional Guidance |
|---|
| <p>Challenging behaviour may include behaviours that are:</p> <ul style="list-style-type: none"> ○ Repetitive / obsessive ○ Withdrawn ○ Aggressive ○ Self-injurious ○ Disruptive ○ Anti-social or illegal ○ Verbally abusive <p>Individual</p> <ul style="list-style-type: none"> ○ Child, young person or adult accessing a service <p>Well Being eg</p> <ul style="list-style-type: none"> ○ Emotional ○ Psychological ○ Physical <p>Factors</p> <ul style="list-style-type: none"> ○ Communication ○ Environment ○ Power imbalance ○ Excessive demands ○ Boredom ○ Inconsistent approaches ○ Lack of boundaries or goals ○ Emotional expression |

- Sensory needs
- Physical Health
- Mental Health
- An individual's past experiences
- Age and gender

Others may include:

- The individual
- Colleagues
- Families or carers
- Other professionals
- Members of the public
- Advocates

Antecedent, behaviour and consequences

- Antecedent is what happens before the behaviour
- Behaviour is the actions that are perceived as challenging behaviour or unwanted
- Consequences are what happened as a result of the behaviour

Unit 321

Support families in maintaining relationships in their wider social structures (HSC 3056)

| | |
|--|---|
| Unit reference: | K/601/9185 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 33 |
| Relationship to NOS: | This unit is linked to HSC 390 (MH 12). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 3 and 4 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working with families. It focuses on promoting social inclusion through encouraging and supporting families to use services and maintain social contacts within the community. The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the importance of social interactions and relationships for families of people with specific needs. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain why social contacts are important and should be encouraged |
| 1.2 | analyse the effects of isolation |
| 1.3 | evaluate sources of information on social structures. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the issues surrounding discrimination. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | recognise attitudes, beliefs and assumptions which can lead to stigma and discrimination |
| 2.2 | analyse the forms which discrimination may take |

- | | |
|-----|---|
| 2.3 | describe the behaviours which may be expressions of discrimination and how these may differ between different groups and in different settings. |
|-----|---|

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support families to access opportunities for social contact within their wider social structures. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | engage with a family in a way that encourages trust and mutual respect |
| 3.2 | identify opportunities for social contact in a family's environment |
| 3.3 | encourage a family to seek out services within their community |
| 3.4 | support a family to use available services in the community. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support families to maintain social contacts within their wider social structures. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | provide opportunities for a family to express their needs for, and interests in, maintaining social contacts |
| 4.2 | provide a family with opportunities to discuss their experiences of maintaining relationships |
| 4.3 | provide a family with relevant information and support to enable them to recognise and deal constructively with stigma and discrimination |
| 4.4 | assist a family to overcome any problems they are experiencing in maintaining social contacts in line with organisational policies and values |
| 4.5 | support a family in challenging any discrimination and barriers within services in their community |
| 4.6 | support a family in making any transitions when services become unavailable or no longer meet their needs. |

Unit 322

Enable individuals with behavioural difficulties to develop strategies to change their behaviour (HSC 3058)

| | |
|--|---|
| Unit reference: | L/601/9034 |
| Level: | 3 |
| Credit value: | 8 |
| GLH: | 41 |
| Relationship to NOS: | This unit is linked to HSC 396 (MH45)/HSC 397 (MH27)-partially. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 3, 4 and 5 must be assessed in a real work environment. |
| Aim | This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe how legislation affects policy and practice when working with individuals to manage their behaviour |
| 1.2 | describe the methods and approaches available to help an individual change their behaviour. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the factors that influence behavior. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain how different factors relating to the individual can affect behaviour |
| 2.2 | describe the potential effects of the environment and the behaviour of others on individuals |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Be able to work with individuals to recognise the impact of their behaviour on others. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe why it is important to establish a professional relationship with an individual and others when working on behaviour management |
| 3.2 | work with individuals and others to gather and review information |
| 3.3 | support the individual and others significant to the individual to recognise their behavioural responses to different situations |
| 3.4 | encourage the individual to consider the impact of their behaviour. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to enable people to develop strategies for changing behavioural responses. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | work with an individual to identify and agree the factors which will motivate them to change their behaviour |
| 4.2 | explain to an individual the positive outcomes of changing behaviours |
| 4.3 | support an individual to identify situations and circumstances which trigger specific behavioural responses |
| 4.4 | explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change |
| 4.5 | work with the individual to identify and agree coping strategies they are willing to use |
| 4.6 | support an individual to develop and practise the agreed strategies and to sustain their motivation |
| 4.7 | record the individual's agreement and motivation to change their behaviour in line with agreed ways of working |
| 4.8 | list any potential barriers to progress and ways in which these barriers can be addressed |
| 4.9 | describe the additional advice and support available when an individual does not engage with the process. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to evaluate and review strategies for changing behavioural responses |
| Assessment criteria | |
| The learner can: | |
| 5.1 | conduct regular reviews |
| 5.2 | assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses |
| 5.3 | use the positive outcomes identified through the review process to motivate the individual |
| 5.4 | give constructive feedback on progress |

- | | |
|-----|---|
| 5.5 | encourage individuals to find ways in which to sustain their behaviour change |
| 5.6 | record what has and has not been achieved and identify any future work required |
| 5.7 | report the results of the review to all those who have a right and need to receive them |

| |
|--|
| Range/Scope/Additional Guidance |
| <p>Methods and approaches include:</p> <ul style="list-style-type: none">○ Motivational interviewing○ Cognitive behavioural therapy○ Solution focused therapy○ Adult learning methods. <p>Factors relating to the individual may include:</p> <ul style="list-style-type: none">○ culture○ gender○ beliefs○ personality○ illness○ side effects of medication. <p>Others may include:</p> <ul style="list-style-type: none">○ family members○ other health and social care workers○ others who are important to the individual's well-being <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Unit 323

Implement the Positive Behavioural Support model (HSC 3065)

| | |
|--|--|
| Unit reference: | T/601/9738 |
| Level: | 3 |
| Credit value: | 8 |
| GLH: | 61 |
| Relationship to NOS: | This unit is linked to HSC 326, 337 and 398. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 4, 5, 6, 7, 8, 9 and 10 must be assessed in a real work environment. Simulation will be accepted to assess criteria 6.2, 8.5 and 9.5 if real work assessment is not possible. |
| Aim | This unit is aimed at those working with individuals who have complex needs / continuing health care / severe challenging behaviour. It provides the learner with knowledge, understanding and skills required to implement the Positive Behavioural Support model. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the context of the positive behavioural support model |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain how positive behavioural support has been influenced by: <ul style="list-style-type: none">o applied behaviour analysis (aba)o social role valorisation (srv) |
| 1.2 | summarise current legislation and policy guidance relating to positive behavioural support. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the term 'challenging behaviour'. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | define the term 'challenging behaviour' |
| 2.2 | explain the reasons for the term challenging behaviour coming into use |
| 2.3 | analyse key factors that lead to a behaviour being defined as challenging. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the context in which challenging behaviour occurs |
| Assessment criteria | |
| The learner can: | |
| 3.1 | summarise key environmental risk factors for challenging behaviours |
| 3.2 | explain how slow and fast triggers contribute to challenging behaviour |
| 3.3 | analyse the role of reinforcement in maintaining behaviour |
| 3.4 | explain the time intensity model. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to contribute to the functional analysis in relation to an individual's challenging behavior |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe the key components of functional analysis |
| 4.2 | explain the key methods of analysing behaviour |
| 4.3 | complete accurate records of behaviour using a structured method |
| 4.4 | identify environmental risk factors for an individual's challenging behaviour |
| 4.5 | identify possible slow and fast triggers for an individual's challenging behaviour |
| 4.6 | identify factors that may contribute to reinforcement of an individual's challenging behaviour |
| 4.7 | evaluate the importance of functional analysis in effective person centred behavioural intervention for individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Understand the key characteristics of positive behavioural support |
| Assessment criteria | |
| The learner can: | |
| 5.1 | describe the key characteristics of positive behavioural support |
| 5.2 | explain the role within positive behavioural support of: <ul style="list-style-type: none"> o primary prevention strategies o secondary prevention strategies o non aversive reactive strategies |
| 5.3 | explain the importance of social validity in the positive behavioural support model. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to implement primary prevention strategies. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | summarise the key primary prevention strategies |
| 6.2 | implement an agreed primary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and choice |
| 6.3 | explain the importance of effective communication and positive interaction in primary prevention for individuals |
| 6.4 | positively interact with an individual by providing the level of help and reinforcement that enables them to participate in an activity |
| 6.5 | use effective communication with an individual to promote positive behaviour |
| 6.6 | evaluate the social validity of an agreed primary prevention strategy for an individual. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 7. | Be able to use a person centred approach to develop plans that promote participation. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | explain how active support can help prevent challenging behaviour by improving an individual's quality of life |
| 7.2 | analyse the role of structure and daily planning in primary prevention for individuals |
| 7.3 | review an individual's daily activities to identify areas for increasing participation and choice |
| 7.4 | review an individual's routine to identify opportunities for increasing participation and choice |
| 7.5 | develop a participation plan with an individual that contributes to the reduction of challenging behaviour by actively supporting their engagement in a specific task |
| 7.6 | work with an individual to identify skills that could be developed to enable greater participation in day-to-day activities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 8. | Be able to implement secondary prevention strategies. |
| Assessment criteria | |
| The learner can: | |
| 8.1 | summarise key secondary prevention strategies |
| 8.2 | explain when secondary prevention strategies should be used with individuals |
| 8.3 | identify early warning signs of behavioural agitation in an individual |
| 8.4 | identify possible secondary prevention strategies that may be used with an individual |
| 8.5 | implement an agreed secondary prevention strategy using least restrictive practice, respecting the individual's dignity, rights and preferences. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 9. | Be able to implement non aversive reactive strategies. |
| Assessment criteria | |
| The learner can: | |
| 9.1 | explain when reactive strategies should be used with individuals |
| 9.2 | describe the key characteristics and types of reactive strategies |
| 9.3 | assess the risks in the use of reactive strategies |
| 9.4 | identify possible reactive strategies that may be used for an individual |
| 9.5 | implement an agreed non aversive reactive strategy using least restrictive practice, respecting the individual's dignity, rights and preferences |
| 9.6 | establish an individual's preferred post-incident support |
| 9.7 | identify own preferred post-incident support. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 10. | Understand and implement positive behavioural support plans. |
| Assessment criteria | |
| The learner can: | |
| 10.1 | explain the purpose and importance of positive behaviour support plans for individuals |
| 10.2 | identify the key components of a positive behaviour support plan for individuals |
| 10.3 | implement agreed procedures in an individual's positive behavioural support plan |
| 10.4 | contribute to the review of an individual's positive behavioural support plan. |

| Range/Scope/Additional Guidance |
|--|
| <p>Positive Behavioural Support</p> <p>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.</p> <ul style="list-style-type: none"> ○ Applied Behaviour Analysis (ABA) A scientific process of examining what causes and maintains behaviour, in order to bring about positive change. ○ Social Role Valorisation (SRV) <p>Promotes valued social roles for individuals who are socially disadvantaged, to help them get some of the good things in life.</p> <p>Challenging behaviour may include behaviours that are:</p> <ul style="list-style-type: none"> ○ Repetitive / obsessive ○ Withdrawn ○ Aggressive ○ Self-injurious ○ Disruptive ○ Anti-social or illegal ○ Verbally abusive |

Factors that lead to behaviour being defined as challenging may include

- culture
- competence and capacity of settings
- social norms
- frequency, intensity and duration of the behaviour
- ability to communicate effectively

Environmental risk factors will include features that are physical or social, such as:

- Uncomfortable levels of stimulation (eg too busy, boring)
- Institutional-style setting (eg block treatment, rigid routines)
- Poor service organisation (eg. inexperienced carers)
- Inappropriate social environment (eg overly restrictive, limited choice)
- Environmental pollutants (eg. temperature, noise levels)

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.

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.

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.

Functional analysis

The process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures.

Structured methods

Measures for monitoring and recording behaviour; may include

- ABC charts
- Scatterplots
- Incident forms
- Behaviour monitoring forms
- Direct observation

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.

Secondary prevention

Strategies that apply when a person's challenging behaviour begins to escalate, in order to prevent a major incident.

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.

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.

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.

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.

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.

Review should take place involving the individual as much as is possible

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

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.

Unit 324

Support positive risk taking for individuals (HSC 3066)

| | |
|--|---|
| Unit reference: | L/601/9549 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 32 |
| Relationship to NOS: | This unit is linked to HSC 3117. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support positive risk-taking to benefit individuals. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the importance of risk taking in everyday life |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain ways in which risk is an integral part of everyday life |
| 1.2 | explain why individuals may have been discouraged or prevented from taking risks |
| 1.3 | describe the links between risk-taking and responsibility, empowerment and social inclusion. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the importance of a positive, person-centred approach to risk assessment. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the process of developing a positive person-centred approach to risk assessment |
| 2.2 | explain how to apply the principles and methods of a person-centred approach to each of the different stages of the process of risk assessment |
| 2.3 | explain how a service focused approach to risk assessment would differ from a person-centred approach |
| 2.4 | identify the consequences for individuals of a service focused approach to risk-assessment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the legal and policy framework underpinning an individual's right to make decisions and take risks. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how legislation, national and local policies and guidance provide a framework for decision making which can support an individual to have control over their own lives |
| 3.2 | describe how a human rights based approach supports an individual to make decisions and take risks. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals to make decisions about risks. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support an individual to recognise potential risk in different areas of their life |
| 4.2 | support the individual to balance choices with their own and others' health, safety and wellbeing |
| 4.3 | describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks |
| 4.4 | record all discussions and decisions made relating to supporting the individual to take risks. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to support individuals to take risks. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | complete a risk assessment with an individual following agreed ways of working |
| 5.2 | communicate the content of the risk assessment to others |
| 5.3 | support the individual to take the risk for which the assessment has been completed |
| 5.4 | review and revise the risk assessment with the individual |
| 5.5 | evaluate with the individual how taking the identified risk has contributed to their well being. |

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

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Different areas of their life may include</p> <ul style="list-style-type: none">○ Health○ Social○ Financial <p>Others may include</p> <ul style="list-style-type: none">○ Colleagues○ Families or carers○ Friends○ Other professionals○ Members of the public○ Advocates <p>Agreed ways of working will include policies and procedures where these exist.</p> |

| | |
|--|---|
| Unit reference: | A/601/7215 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 41 |
| Relationship to NOS: | This unit is linked to HSC 36. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by portfolio. LO 5 must be assessed in a real work situation |
| Aim | This unit is aimed at those who work in a range of health or social care settings. This unit enables the learner to extend their knowledge about the principles, processes and context of person-centred thinking, planning and reviews. It also requires the learner to explore their own role in implementing person-centred thinking and planning and to develop further the skills and attitudes necessary to fulfil this role. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the principles and practice of person-centred thinking, planning and reviews. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Explain what person-centred thinking is, and how it relates to person-centred reviews and person-centred planning |
| 1.2 | Explain the benefits of using person-centred thinking with individuals |
| 1.3 | Explain the beliefs and values on which person-centred thinking and planning is based |
| 1.4 | Explain how the beliefs and values on which person-centred thinking is based differs from assessment and other approaches to planning |
| 1.5 | Explain how person-centred thinking tools can form the basis of a person-centred plan |
| 1.6 | Describe the key features of different styles of person-centred planning and the contexts in which they are most useful |
| 1.7 | Describe examples of person-centred thinking tools, their purpose, how and when each one might be used |
| 1.8 | Explain the different ways that one page profiles are used. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the context within which person-centred thinking and planning takes place. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Interpret current policy, legislation and guidance underpinning person-centred thinking and planning |
| 2.2 | Analyse the relationship between person-centred planning and the commissioning and delivery of services |
| 2.3 | Describe how person-centred planning and person-centred reviews influence strategic commissioning |
| 2.4 | Explain what a person-centred team is |
| 2.5 | Explain how person-centred thinking can be used within a team |
| 2.6 | Analyse how to achieve successful implementation of person-centred thinking and planning across an organisation |
| 2.7 | Describe the role of the manager in implementing person-centred thinking and planning |
| 2.8 | Explain how this relates to the role of a facilitator |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand own role in person-centred planning. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain the range of ways to use person-centred thinking, planning and reviews in own role: <ul style="list-style-type: none"> o with individuals o as a team member o as part of an organisation |
| 3.2 | Explain the different person-centred thinking skills required to support individuals |
| 3.3 | Identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work |
| 3.4 | Describe how challenges in implementing person-centred thinking, planning and reviews might be overcome |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to apply person-centred planning in relation to own life |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working |
| 4.2 | Describe what other person-centred thinking tools would be useful in own life |
| 4.3 | Evaluate which person-centred thinking tools could be used to think more about own community connections |
| 4.4 | Evaluate which person-centred thinking tools or person-centred planning styles could be used to think more about own future aspirations |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to implement person-centred thinking, planning and reviews. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Demonstrate the person-centred thinking and styles of person-centred planning that can be used to help individuals move towards their dreams |
| 5.2 | Show that the plan and process are owned by individual |
| 5.3 | Demonstrate how person-centred thinking tools can be used to develop a person-centred plan |
| 5.4 | Use information from a person-centred review to start a person-centred plan |
| 5.5 | Use person-centred thinking to enable individuals to choose those who support them |
| 5.6 | Support the individual and others involved to understand their responsibilities in achieving actions agreed |
| 5.7 | Demonstrate a successful person-centred review. |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>Person-centred thinking tools include:</p> <ul style="list-style-type: none"> ○ Important to/for (recorded as a one page profile) ○ Working/Not working ○ The doughnut ○ Matching staff ○ Relationship circle ○ Communication charts ○ 4 plus 1 questions ○ Citizenship tool ○ Decision making agreement ○ Presence to contribution ○ Dreaming <p>Community connecting related tools:</p> <ul style="list-style-type: none"> ○ Who am I? My gifts and capacities ○ Hopes and Fears ○ Mapping our network ○ Passion audit ○ Capacity mapping ○ Who am I – My places <p>Person-centred teams – A person-centred team uses person-centred thinking within the team context, to clarify the purpose of the team, what is important to the team and what support team members need. Teams can work through seven questions to explore becoming a person-centred team. Each question uses a range of person-centred thinking tools to answer it. Information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan.</p> <p>Person-centred plan may include an Essential Lifestyle Plan</p> <p>Others may include</p> |

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

Unit 326

Promote active support (LD 303)

| | |
|--|--|
| Unit reference: | D/601/7353 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 36 |
| Relationship to NOS: | Active support is referenced throughout the majority of the HSC NOS Links with HSC 328, 329, 339 and 344. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. LO 2, 3, and 4 must be assessed in real work environment. |
| Aim | The purpose of this unit is to provide the learner with knowledge, understanding and skills to promote active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes planning, monitoring and providing direct support and assistance to individuals. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand how active support translates values into person-centred practical action with an individual |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Compare the characteristics associated with active support and the hotel model in relation to an individual's support |
| 1.2 | Identify practical changes that could be made within a service setting to: <ul style="list-style-type: none">o promote an individual's independenceo support informed choiceso improve quality of life |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to interact positively with individuals to promote participation |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Assess the levels of help an individual would need to participate in a range of new activities |
| 2.2 | Use task analysis to break a range of new activities into manageable steps for an individual |

| | |
|-----|---|
| 2.3 | Evaluate different ways of positively reinforcing an individual's participation in a range of new activities |
| 2.4 | Demonstrate positive interaction with an individual to promote successful participation in a range of new activities |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to develop and implement person-centred daily plans to promote participation. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Develop daily plans with the individual and others to ensure a valued range of activities for an individual are available throughout the day, avoiding lengthy periods of disengagement |
| 3.2 | Support the implementation of daily plans that promote an individual's participation in a range of activities |
| 3.3 | Review and revise an individual's daily plan with the individual and others to increase the opportunities for participation |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to use person-centred records to evaluate an individual's participation in activities. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Develop a person-centred record to monitor an individual's participation in activities |
| 4.2 | Review an individual's participation in activities to assess changes over time |
| 4.3 | Evaluate the extent to which an individual's participation over time represents the balance of activity associated with a valued lifestyle |
| 4.4 | Explain the changes required to improve the quality of an individual's participation to promote independence, informed choice and a valued life |

| Range/Scope/Additional Guidance |
|---|
| <p>Active Support is a person-centred model of how to interact with individuals combined with a daily planning system that promotes participation and enhances quality of life.</p> <p>Person-centred reflects what is important to individuals and helps them to live the life they choose</p> <p>Individual is someone requiring care or support</p> <p>Hotel model refers to institutional style settings organised mainly around staffing needs. They are not person-centred and offer a poor quality of life to individuals. For example, where carers undertake all the domestic tasks and do not provide opportunities for individuals to participate in constructive activities.</p> <p>Levels of help refers to graduated levels of assistance, from simple verbal reminders providing the lowest level of support to actual physical guidance providing the highest level. Assistance should be given flexibly according to the individual's need for help, and should be focused on encouraging as much independence as possible.</p> |

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

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

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

Others may include

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

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

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

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

Unit 327

Understand positive risk taking for individuals with disabilities (LD 305 K)

| | |
|--|---|
| Unit reference: | J/601/6293 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 3117. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by assignment. |
| Aim | This unit promotes a positive, person-centred approach to risk taking for individuals with disabilities and emphasises the importance of working in partnership to support individuals to take risks. It provides the opportunity to reflect on difficulties and dilemmas commonly encountered when addressing issues of risk, in the context of the legal and policy frameworks. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand that individuals with disabilities have the same right as everyone else to take risks. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the importance of a positive, person-centred approach to risk assessment. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the legal and policy framework underpinning an individual with disabilities right to make decisions and take risks. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand the importance of considering with an individual with disabilities the risks associated with the choices they make. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Understand the importance of a partnership approach to risk taking. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Range/Scope/Additional Guidance |
|---|
| Individual is someone requiring care or support Abuse may include the following types: <ul style="list-style-type: none"> ○ Physical abuse ○ Sexual abuse ○ Emotional/psychological abuse ○ Financial abuse ○ Institutional abuse ○ Self neglect |

- Neglect by others

Different areas of their lives may include: in public places, in activities on-line, of social activities at home and in other private spaces, and of disclosing personal and financial information

Others may include

- The individual
- Colleagues
- Families or carers
- Friends
- Other professionals
- Members of the public
- Advocates.

Unit 328

Principles of supporting individuals with a learning disability regarding sexuality and sexual health (LD 307)

| | |
|--|--|
| Unit reference: | A/601/6274 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 21 |
| Relationship to NOS: | This unit is linked to HSC 311, 331, 332 and 356. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by assignment. |
| Aim | The unit introduces the principles of supporting individuals with a learning disability regarding sexuality and sexual health. It gives a broad summary of sexuality, sexual development and sexual health. The unit also introduces relevant legislation that relates to the development of sexuality for an individual with a learning disability. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the development of human sexuality. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Define the terms: sexuality, sexual health, sexual orientation, and sexual expression |
| 1.2 | Explain main sexual development milestones throughout an individual's lifespan |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand how the sexual development of individuals' with a learning disability can differ. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Describe how genetic factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability |
| 2.2 | Describe how socio-cultural factors and religious beliefs can influence an individual's sexual development |

| | |
|-----|--|
| 2.3 | Explain how mental capacity can influence sexual development, sexual experiences, sexual expression and sexual health |
|-----|--|

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the issues of sexual health and how these can be supported. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain the key features of sexual health and well-being and how this relates to an individual's overall health and well-being |
| 3.2 | Identify sexual health issues that differently affect men and women |
| 3.3 | Explain how sexual health issues can be supported within plans for healthcare |
| 3.4 | Identify local services that exist to support sexual health for individuals |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand relevant legislation influencing the support of sexuality and sexual health for individuals with learning disabilities |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain key parts of relevant legislation relating to sexuality and sexual health for individuals and how this influences practice |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Know how to support the sexual expression of an individual with a learning disability. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Explain how own values, belief systems and experiences may impact on support for individuals with learning disabilities |
| 5.2 | Explain why the development of a meaningful relationship can be important to the development of an individual's sexuality |
| 5.3 | Describe different ways an individual can express themselves sexually and how individual preferences can be supported |
| 5.4 | Explain how to support an individual to keep safe sexually, to minimise sexual vulnerability, and to avoid instances of abusive experiences. |

| Range/Scope/Additional Guidance |
|--|
| <p>An individual is someone requiring care or support</p> <p>The principles of human rights underpin this unit. Where mental capacity is referred to it should be remembered that the Mental Capacity Act (2007) states that everyone should be treated as able to make their own decisions until it is shown that they are not</p> <p>3.1 Key features of sexual health may include: contraception, hygiene, sexually transmitted infections etc</p> <p>3.3 Plans for health care – in England this refers to / should include Health Action Plans</p> <p>4.1 Relevant legislation – any legislation related to supporting individuals with learning disabilities with sexuality and sexual health</p> |

Unit 329

Support individuals with a learning disability to access healthcare (LD 308)

| | |
|--|---|
| Unit reference: | J/601/8657 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to HSC 313, 330 and 364. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by portfolio. Learning outcomes 5 and 7 must be assessed in a real work environment |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills necessary to support individuals with a learning disability to access and use a variety of healthcare services. It requires knowledge of the specific issues that a person with learning disabilities may experience when accessing healthcare services, ways of overcoming these issues, and how best to support an individual in a professional manner. It also requires the demonstration of skills in person-centred practice related to accessing healthcare services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Describe what is meant by a rights based approach to accessing healthcare |
| 1.2 | Outline the main points of legislation that exists to support a rights based approach |
| 1.3 | Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision |
| 1.4 | Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance |
| 1.5 | Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand the function of different healthcare services that an individual with learning disabilities may need to access |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain the work of healthcare services that an individual with learning disabilities may need to access |
| 2.2 | Explain how an individual can access each type of healthcare service |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Describe the role and responsibility of professionals working in different types of healthcare services. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities |
| 4.2 | Explain the range of health checks available to individuals to support good health and well being |
| 4.3 | Explain the importance of routine healthcare checks |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to complete and review plans for healthcare . |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Identify who needs to be involved in the process of completing and reviewing plans for healthcare |
| 5.2 | Complete plans for healthcare with an individual or significant others if appropriate |
| 5.3 | Review plans for healthcare with an individual or significant others if appropriate |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Describe barriers to accessing healthcare services that an individual with learning disabilities may experience |
| 6.2 | Explain ways to overcome barriers to accessing healthcare services |
| 6.3 | Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services |

| Learning outcome | The learner will: |
|----------------------------|---|
| 7. | Be able to support an individual with learning disabilities when accessing a variety of healthcare services. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | Use a person-centred approach to support an individual to access healthcare services |
| 7.2 | Provide accessible information related to healthcare to individuals |
| 7.3 | Work with others when supporting an individual to access healthcare services |
| 7.4 | Support individuals in a range of practical healthcare situations |
| 7.5 | Support the individual to make safe choices with regard to treatments and medication |
| 7.6 | Record details of a healthcare visit in a format that an individual with learning disabilities can understand |
| 7.7 | Identify an individual's needs to healthcare professionals to ensure that the service can be accessed |

| Range/Scope/Additional Guidance |
|--|
| <p>The principles of person centred care underpin this unit. Learners must recognise that the people they work with have differing needs, which, although they may be affected by a specific condition or syndrome, are unique to that individual</p> <p>Healthcare services may include:</p> <ul style="list-style-type: none"> ○ primary healthcare services ○ acute healthcare services ○ specialist healthcare services ○ community healthcare services <p>Plans for healthcare – In England this refers to / should include Health Action Plans</p> <p>Others and Significant others may include</p> <ul style="list-style-type: none"> ○ The individual ○ Colleagues ○ Families or carers ○ Friends ○ Other professionals ○ Members of the public |

- Advocates

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

Practical healthcare situations includes:

- Making and keeping a routine health check appointment
- Making a complaint about a healthcare professional
- Describing pain or other symptoms to a healthcare professional
- Spending a night in hospital and having a medical procedure.

Treatments and medication may include: complementary therapies, self-medicating, over the counter medicine

Unit 330

Understand how to support individuals with autistic spectrum conditions (LD 310)

| | |
|--|--|
| Unit reference: | T/601/5317 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 28 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by assignment. |
| Aim | The unit provides a range of knowledge and understanding about autistic spectrum conditions and explores theories and concepts about autism. It enables learners to reflect on the impact of these conditions on the lives of individuals and those close to them and to learn about good practice in areas such as communication and support. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the main characteristics of autistic spectrum conditions. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests |
| 1.2 | Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the “triad of impairments” |
| 1.3 | Explain the meanings of the term ‘spectrum’ in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum |
| 1.4 | Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition |
| 1.5 | Describe other conditions that may be associated with the autistic spectrum |
| 1.6 | Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum |

| Learning outcome | The learner will: |
|-------------------------|--|
| 2. | Understand how autistic spectrum conditions can impact on the lives of individuals and those around them. |

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

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand different theories and concepts about autism. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain theories about autism related to <ul style="list-style-type: none"> o brain function and genetics o psychology |
| 3.2 | Explain why there are alternative choices of terminology used to describe the autism spectrum |
| 3.3 | Describe the strengths and limitations of different types of terminology |
| 3.4 | Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition |
| 3.5 | Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis |
| 3.6 | Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Identify what legislation and national and local policy and guidance exists |
| 4.2 | Explain what individuals or situations the legislation, national and local policy and guidance applies to |
| 4.3 | Explain how the 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 |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Understand how to achieve effective communication with individuals with an autistic spectrum condition. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Give examples of how 'challenging behaviour' can be a way of expressing emotions where there are communication differences |
| 5.2 | Describe methods and systems used to develop and support an individual's communication |
| 5.3 | Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Understand how to support individuals with an autistic spectrum condition. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs |
| 6.2 | Explain why consultation with families/parents/carers is important in person-centred planning and support |
| 6.3 | Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills |
| 6.4 | Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment |
| 6.5 | Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm |
| 6.6 | Explain how needs change for individuals and their families at different stages of their lives |
| 6.7 | Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition. |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Specific preferences and needs – includes: routines, timetables and structures; levels of sensory stimulation; special interests or rituals etc</p> <p>Harm may include: being taken advantage of because of lack of social understanding; violating the law without realising s/he is doing something harmful; abuse; extreme anxiety etc</p> <p>Additional Guidance</p> <p>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.</p> |

Unit 331

Support young people with a disability to make the transition into adulthood (LD 311 C)

| | |
|--|--|
| Unit reference: | F/602/0049 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to HSC 310, 329, 332, 34 and 412. |
| Assessment requirements specified by a sector or regulatory body: | This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. This unit is assessed by portfolio. Learning outcomes 4 and 5 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to support young people with a disability to move from childhood into adulthood. |

| Learning outcome | The learner will: |
|---|---|
| 1. Understand the steps and stages of moving from childhood into adulthood. | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood |
| 1.2 | Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities |
| 1.3 | Explain how culture may impact on the process of moving from childhood into adulthood |
| 1.4 | Explain theories about change and how this can affect a young person with a disability. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand how having a disability may affect the process of moving from childhood into adulthood. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families |
| 2.2 | Identify challenges young people with a disability might have in understanding and coping with change |
| 2.3 | Outline the methods that can be used to support a young person with a disability to cope with changes |
| 2.4 | Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood |
| 2.5 | Describe the legislation that affects the right of a young person with a disability to make decisions about their life. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Know the options for supporting a young person who has a disability to make the transition into adulthood. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability |
| 3.2 | Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development |
| 3.3 | Explain how personal budgets can be used with young people in transition. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support a young person with a disability through transition into adulthood. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process |
| 4.2 | Support a young person to explore options for their future |
| 4.3 | Use person-centred thinking to identify with the young person their needs and aspirations |
| 4.4 | Use person-centred thinking to develop with the young person a plan to support them through transition |
| 4.5 | Involve families in the transition process according to the wishes of the young person |
| 4.6 | Identify ways to provide resources to meet needs |
| 4.7 | Explain the role of key agencies and professionals likely to be involved in the transition process |

| |
|--|
| 4.8 Outline possible areas of tension and conflict that may arise during the transition into adulthood |
|--|

| Learning outcome | The learner will: |
|---------------------|---|
| 5. | Be able to support a young person to reflect on the transition. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Use person centred approaches with the young person to review their transition plan and ensure it reflects their needs |
| 5.2 | Support a young person to record the transition and what has happened in their life in order to plan for the future. |

| Range/Scope/Additional Guidance |
|--|
| <p>Families may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p>Legislation and local and national practice guidelines - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood</p> <p>Options for their future – may include paid or voluntary work, continued education and development, relationships, accommodation and social needs etc</p> <p>Person-centred thinking is a range of practical tools that form the basis of person-centred planning. They help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.</p> <p>Resources may include personal budgets, conventional services, support of family and friends</p> <p>Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc</p> <p>Person centred approaches - in England this will include Person Centred Transition Plans</p> |

Unit 332

Principles of supporting young people with a disability to make the transition into adulthood (LD 311 K)

| | |
|--|---|
| Unit reference: | M/601/7227 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 30 |
| Relationship to NOS: | This unit is linked to HSC 310, 329, 332, 344 and 412. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. It does not confirm competence. It assesses knowledge that underpins unit LD 311S Support young people with a disability to make the transition into adulthood, and must be achieved with that unit to confirm competence. This unit is assessed by an assignment. |
| Aim | The unit provides knowledge and understanding on how to enable young people with a disability to move from childhood into adulthood. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the steps and stages of moving from childhood into adulthood. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood |
| 1.2 | Explain the changes faced by young people as they move from childhood into adulthood in relation to their: freedoms, rights, and responsibilities |
| 1.3 | Explain how culture may impact on the process of moving from childhood into adulthood |
| 1.4 | Explain theories about change and how this can affect a young person with a disability. |

| Learning outcome | The learner will: |
|-------------------------|--|
| 2. | Understand how having a disability may affect the process of moving from childhood into adulthood. |

| Assessment criteria | |
|---------------------|---|
| The learner can: | |
| 2.1 | Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families |
| 2.2 | Identify challenges young peoples with a disability might have understanding and coping with change |
| 2.3 | Outline the methods that can be used to support a young person with a disability to cope with changes |
| 2.4 | Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into to adulthood |
| 2.5 | Describe the legislation that affects the right of a young person with a disability to make decisions about their life. |

| Learning outcome | The learner will: |
|---------------------|---|
| 3. | Know the options for supporting a young person who has a disability to make the transition into adulthood. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability |
| 3.2 | Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development |
| 3.3 | Explain how personal budgets can be used with young people in transition. |

| Learning outcome | The learner will: |
|---------------------|---|
| 4. | Understand how to support a young person with a disability through a successful transition. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process |
| 4.2 | Explain how person-centred transition reviews and person-centred thinking can be used as part of this planning process |
| 4.3 | Explain the difference in approaches to planning between children's and adults' support services |
| 4.4 | Describe how to involve families in the transition process |
| 4.5 | Explain the role of key agencies and professionals likely to be involved in the transition process |
| 4.6 | Outline possible areas of tension and conflict that may arise during the transition into adulthood |
| 4.7 | Compare different methods of support to use with young people with disabilities who have varying abilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Understand the importance of supporting a young person and their family to reflect on the transition. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Explain why it is important to reflect on the transition with the young person and their family |
| 5.2 | Explain the importance of recording the process of transition. |

| Range/Scope/Additional Guidance |
|---|
| <p>Families may also include others significant to the young person such as guardians, carers, friends, partners etc.</p> <p>Legislation and local and national practice guidelines - current and up to date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood</p> <p>Key agencies and professionals – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists citizens advice etc</p> |

Unit 333

Support parents with disabilities (LD 312)

| | |
|--|---|
| Unit reference: | K/601/7047 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 43 |
| Relationship to NOS: | This unit is linked to HSC 333, 388 and 392. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by portfolio. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work situation. |
| Aim | This unit is aimed at those who work in wide range of settings. The unit provides knowledge, understanding and skills in relation to the different issues involved in supporting parents with disabilities to bring up their children. It covers legislation, policies and guidance, types of support, barriers commonly faced by parents with a disability, developing positive working relationships with parents and working in partnership with others. Although the unit focuses on the need of the parent it also highlights the needs of the child(ren). |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the legislative and policy frameworks that underpin good practice in the support of parents with disabilities. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | Outline the policy, legislation and guidance relevant to supporting individuals with disabilities to have children and bring them up in a safe and nurturing environment |
| 1.2 | Explain the statutory responsibilities placed on organisations towards families and children who are in need |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the support parents with disabilities may need. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | Explain the support provided by adults and children's services to a family receiving support from both |

| | |
|-----|--|
| 2.2 | Explain the ways in which independent advocates can play an important role in the support of parents with disabilities |
| 2.3 | Explain the benefits of providing support to families at the earliest stage possible |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support parents with disabilities. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | Assess the needs, strengths and preferences of the parent(s) and child(ren) to form the basis of any support |
| 3.2 | Develop flexible support strategies to meet families' needs at the different stages of the child's development |
| 3.3 | Implement support strategies to meet families' needs |
| 3.4 | Evaluate support strategies to ensure they continue to meet the needs of the family. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to support individuals with disabilities to overcome the barriers they may face in becoming parents and bringing up children. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Analyse the positive and negative implications for parents with disabilities of having their child assessed as being 'in need' |
| 4.2 | Explain why parents with disabilities are more likely to have their children removed from their care than parents who do not have disabilities |
| 4.3 | Support individuals with disabilities to overcome barriers to successful parenting |
| 4.4 | Work in a way that promotes individuals' self-determination and self-confidence in their role as parents |
| 4.5 | Support parents with learning, communication and/or sensory disabilities acquire the skills and knowledge they need, using methods adapted to their learning needs and circumstances. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to develop positive working relationships with parents with disabilities. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Analyse the findings of research into the wishes of parents with disabilities about the qualities, attitudes and approaches they would like those working with them to have |
| 5.2 | Use evidence based approaches in developing positive relationships with parents with disabilities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to work in partnership with other workers , different services and informal support networks. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Plan how to involve relevant services to support parents with disabilities and/or their children |
| 6.2 | Access relevant services to support parents with disabilities and/or their children |
| 6.3 | Demonstrate ways of helping to create, enhance and work with informal support networks. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 7. | Understand how to maintain the primary focus on safeguarding and promoting the welfare of the child. |
| Assessment criteria | |
| The learner can: | |
| 7.1 | Explain own role and responsibilities in relation to safeguarding children |
| 7.2 | Identify the processes set up under child protection legislation, policy, procedures and guidance to establish whether action is required to safeguard or promote the child's welfare and to intervene if necessary |
| 7.3 | Describe the action to take in response to any concerns regarding safeguarding children |
| 7.4 | Explain the types of support the child may need in his/her own right |
| 7.5 | Describe the adjustments and additional support that parents with disabilities may need at different stages during child protection processes and procedures. |

| Range/Scope/Additional Guidance |
|---|
| <p>An individual is someone requiring care or support</p> <p>Statutory responsibilities refers to those outlined in the Children Act 1989</p> <p>Barriers refers to external factors and may include: prejudice and negative stereotypes, social exclusion (poverty; poor housing; hate crime, bullying and harassment; lack of social networks etc) and access to services and information</p> <p>Other workers would include people supporting individuals within the family or the family as a whole. This may include for example: independent advocates, social workers, teachers, health practitioners etc.</p> |

Unit 334

Support individuals with self-directed support (LD 314 C)

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|--|--|
| Unit reference: | J/602/0053 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | This unit is linked to HSC 35. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. This unit is assessed by portfolio. Learning outcomes 4, 5 and 6 must be assessed in a real work environment. |
| Aim | This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills required to support an individual to direct their own support. A person-centred approach is the foundation to achieving this unit. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand self-directed support. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand how to support individuals to direct their own support and develop their support plan. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the different ways that individuals can use their personal budget. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to support individuals to direct their support. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Support an individual to express what is important to them in how they want to be supported in the future |
| 4.2 | Use person-centred thinking tools to support an individual to have maximum choice and control in their life |
| 4.3 | Use person-centred thinking tools to support an individual to develop their support plan |
| 4.4 | Support an individual to identify any others who could work with them to develop their support plan |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to support individuals to use their personal budget in different ways. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | Support an individual to understand the different ways they could develop their support plan |
| 5.2 | Support an individual to understand what restrictions may be imposed on their personal budget |

- | | |
|-----|---|
| 5.3 | Support an individual to think about different options for spending their personal budget |
| 5.4 | Demonstrate a person-centred approach to balancing risk with individuals when making decisions about their personal budget. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 6. | Be able to support individuals with an outcome-focused review. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | Explain the process of an outcome-focused review |
| 6.2 | Support an individual to prepare for an outcome-focused review |
| 6.3 | Support an individual to be at the centre of the review process. |

Range/Scope/Assessment Guidance

Self-directed support – puts the person in need of support in control of that support

An individual is someone requiring care or support

Legislation, policy or guidance – refers to any current legislation or guidance around this area

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.

Others may include:

- Families, friends or carers
- social workers
- brokers
- peer support
- voluntary user-led organisations
- independent support brokerage

Person-centred thinking tools include:

- Important to/for (recorded as a one page profile)
- Working/Not working
- The doughnut
- Matching staff
- Relationship circle
- Communication charts
- plus 1 questions
- Citizenship tool
- Decision making agreement
- Presence to contribution
- Dreaming
- Community connecting related tools:
 - Who am I? My gifts and capacities
 - Hopes and Fears
 - Mapping our network
 - Passion audit
 - Capacity mapping
 - Who am I – My places

Unit 335

Principles of self-directed support (LD 314 K)

| | |
|--|---|
| Unit reference: | M/601/7048 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 26 |
| Relationship to NOS: | This unit is linked to HSC 35. |
| Assessment requirements specified by a sector or regulatory body: | This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles. It assesses knowledge that underpins unit LD 314S Work with an individual using self-directed support, and must be achieved with that unit to confirm competence. This unit is assessed by assignment. |
| Aim | The unit provides the knowledge and understanding required to support an individual to direct their own support. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand self-directed support. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand how to support an individual to direct their own support and develop their support plan. |
| Assessment criteria | |
| The learner can: | |
| 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 |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the different ways that people can use their personal budget. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Understand the outcome focused review process. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | Explain the process of an outcome focused review |
| 4.2 | Explain how to enable someone to prepare for their outcome focused review. |

| Range/Scope/Assessment Guidance |
|---|
| <p>Self-directed support – puts the person in need of support in control of that support</p> <p>An individual is someone requiring care or support</p> <p>Legislation, policy or guidance – refers to any current legislation or guidance around this area</p> <p>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.</p> <p>Others may include:</p> <ul style="list-style-type: none"> ○ Families, friends or carers ○ social workers ○ brokers |

- peer support
- voluntary user-led organisations
- independent support brokerage.

Unit 336

Understand Physical Disability (PD OP 3.1)

| | |
|--|---|
| Unit reference: | J/601/6150 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 22 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | This unit covers an understanding of physical disability, the impact of a physical disability on a person's life and the role played by society. The unit promotes a person-centred approach as an underpinning value in working with individuals with physical disabilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the importance of differentiating between the individual and the disability. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the importance of recognising the centrality of the individual rather than the disability |
| 1.2 | explain the importance of an assessment being person centred |
| 1.3 | compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the concept of physical disability. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | define the term physical disability |
| 2.2 | describe the following terminology used in relation to physical disability: <ul style="list-style-type: none">o congenitalo acquiredo neurological |
| 2.3 | compare a congenital disability with a neurological disability, including causes |

| | |
|-----|---|
| 2.4 | explain the emotional impact of a progressive disability on the individual |
| 2.5 | compare the different impacts on individuals that congenital and progressive disabilities can have. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand the impact of living with a physical disability within society. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe environmental and social barriers that can have a disabling effect on an individual with a physical disability |
| 3.2 | analyse the socio-economic effects of physical disability on an individual |
| 3.3 | explain the changes that have occurred in society as a result of Disability legislation |
| 3.4 | analyse the extent of improvements for the individual as a result of Disability legislation |
| 3.5 | explain the effects of physical disability on an individual's life choices |
| 3.6 | explain how attitudes either promote a positive or negative perception of disability. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Understand the importance of promoting inclusion and independence. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain the importance of independence and inclusion for individuals with physical disabilities |
| 4.2 | analyse ways that inclusion and independence can be promoted |
| 4.3 | explain the importance of the individual having control of choices and decisions |
| 4.4 | analyse the importance of positive risk-taking for the individual with physical disabilities |
| 4.5 | explain how to encourage the individual to take positive risks while maintaining safety |
| 4.6 | explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes. |

| Range/Scope/Additional Guidance |
|---|
| <p>The individual is the person requiring care or support</p> <p>Congenital can include</p> <ul style="list-style-type: none"> ○ Cerebral palsy ○ Cystic fibrosis ○ Spina bifida ○ Congenital heart conditions ○ Muscular dystrophy ○ Congenital hip disorder |

Acquired disabilities can include

- Arthritis
- Rheumatism
- Cardiac conditions
- Pulmonary conditions from work conditions or smoking eg emphysema, pulmonary fibrosis

Neurological conditions can include

- Multiple sclerosis
- Parkinson's Disease
- Stroke

Progressive can also include neurological and some congenital conditions

- Motor Neurone Disease

Life choices

- Physical health
- Education
- Housing
- Employment
- Access to cultural/leisure activities
- Mobility
- Sexuality.

Unit 337

Support families who have a child with a disability (PD OP 3.5)

| | |
|--|--|
| Unit reference: | D/601/5750 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 23 |
| Relationship to NOS: | None |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. |
| Aim | This unit is aimed at those whose role includes supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional needs and resource needs and it also addresses working with other professionals and agencies. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the impact on a family of having a child with a disability. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the emotional impact that a diagnosis can have on families |
| 1.2 | explain how the impact of having a child with a disability can be rewarding and/or challenging |
| 1.3 | explain the emotional experience that families may have after diagnosis, using theories of loss |
| 1.4 | explain how having a child with a disability may affect interpersonal relationships within a family |
| 1.5 | identify the changes that may need to be made to family life, social life, work and accommodation |
| 1.6 | explain why it is important for family members to have opportunities to explore feelings and experiences. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support families who have a child with a disability. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | establish with the family the support they require |

| | |
|-----|---|
| 2.2 | work with the family to identify different ways that needs can be met |
| 2.3 | support family members to discuss feelings and experiences related to having a child with a disability. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support families with a child with a disability to use informal networks and community resources. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain what informal networks and community resources there are for children with disabilities and their families |
| 3.2 | give information to a family about community resources and informal networks to enable them to make choices |
| 3.3 | support a family to use community resources and informal networks. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to work in partnership with other professionals and agencies to support families with a child with a disability. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify support and resources that a child with a disability may need |
| 4.2 | investigate the roles of other professionals and agencies that may provide support to families with a child with a disability |
| 4.3 | provide information to a family about professionals and agencies that may provide support |
| 4.4 | identify when referrals should be made to other professionals and/or agencies |
| 4.5 | demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability |
| 4.6 | review the outcomes for the family of partnership working |
| 4.7 | identify and report any additional support required by the family. |

| |
|---|
| Range |
| <p>Diagnosis e.g. A range of</p> <ul style="list-style-type: none"> ○ Physical disabilities ○ Learning disabilities ○ Sensory disabilities <p>Interpersonal relationships within the family</p> <p>Examples are:</p> <ul style="list-style-type: none"> ○ Relationships with siblings ○ Relationships between siblings and parents ○ Relationships with grandparents <p>Other professionals and agencies</p> <ul style="list-style-type: none"> ○ Teachers ○ Educational Psychologist ○ Educational Welfare |

- Physiotherapist
- Occupational Therapist
- Nurse
- GP
- Social Worker
- Dietician
- Speech and Language Therapist

Support can include

- Support with personal care
- Support with equipment
- Advocacy
- Support with benefits
- Advice
- Housing

Unit 338

Promote communication in health, social care or children's and young people's settings (SHC 31)

| | |
|--|---|
| Unit reference: | J/601/1434 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 10 |
| Relationship to NOS: | This unit is linked to the CCLD 301, GCU 1, GEN 22 and HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. |
| Aim | This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand why effective communication is important in the work setting. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify the different reasons people communicate |
| 1.2 | explain how communication affects relationships in the work setting. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to meet the communication and language needs, wishes and preferences of individuals. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | demonstrate how to establish the communication and language needs, wishes and preferences of individuals |
| 2.2 | describe the factors to consider when promoting effective communication |

- | | |
|-----|---|
| 2.3 | demonstrate a range of communication methods and styles to meet individual needs |
| 2.4 | demonstrate how to respond to an individual's reactions when communicating. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to overcome barriers to communication. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how people from different backgrounds may use and/or interpret communication methods in different ways |
| 3.2 | identify barriers to effective communication |
| 3.3 | demonstrate ways to overcome barriers to communication |
| 3.4 | demonstrate strategies that can be used to clarify misunderstandings |
| 3.5 | explain how to access extra support or services to enable individuals to communicate effectively. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to apply principles and practices relating to confidentiality. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain the meaning of the term confidentiality |
| 4.2 | demonstrate ways to maintain confidentiality in day to day communication |
| 4.3 | describe the potential tension between maintaining an individual's confidentiality and disclosing concerns. |

| Range/Scope/Additional Guidance |
|---|
| <p>Communication methods include:</p> <ul style="list-style-type: none"> ○ non-verbal communication ○ eye contact ○ touch ○ physical gestures ○ body language ○ behaviour ○ verbal communication ○ vocabulary ○ linguistic tone ○ pitch <p>Services may include:</p> <ul style="list-style-type: none"> ○ translation services ○ interpreting services ○ speech and language services ○ advocacy services |

Unit 339

Understand sensory loss (SS MU 3.1)

| | |
|--|---|
| Unit reference: | M/601/3467 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 21 |
| Relationship to NOS: | This unit is linked to Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The purpose of this unit is to provide the learner with introductory knowledge and understanding about sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | analyse how a range of factors can impact on individuals with sensory loss |
| 1.2 | analyse how societal attitudes and beliefs impact on individuals with sensory loss |
| 1.3 | explore how a range of factors, societal attitudes and beliefs impact on service provision. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Understand the importance of effective communication for individuals with sensory loss. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the methods of communication used by individuals with: <ul style="list-style-type: none">○ Sight loss○ Hearing loss○ Deafblindness |
| 2.2 | describe how the environment facilitates effective communication for people with sensory loss |
| 2.3 | explain how effective communication may have a positive impact on lives on individuals with sensory loss. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the main causes and conditions of sensory loss. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify the main causes of sensory loss |
| 3.2 | define congenital sensory loss and acquired sensory loss |
| 3.3 | identify the demographic factors that influence the incidence of sensory loss in the population. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify the indicators and signs of: <ul style="list-style-type: none"> ○ sight loss ○ hearing loss ○ deafblindness |
| 4.2 | explain actions that should be taken if there are concerns about onset of sensory loss or changes in sensory status |
| 4.3 | identify sources of support for those who may be experiencing onset of sensory loss. |

| Range/Scope/Additional Guidance |
|--|
| <p>Sensory Loss could include:</p> <ul style="list-style-type: none"> ○ Sight loss ○ Hearing loss ○ Deafblindness <p>Factors could include:</p> <ul style="list-style-type: none"> ○ Communication ○ Information ○ Familiar layouts and routines ○ Mobility |

Unit 340

Understand models of disability (SS OP 3.1)

| | |
|--|---|
| Unit reference: | F/601/3473 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 26 |
| Relationship to NOS: | This unit is linked to Sensory Services 1, 2, 3, 10 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by an assignment covering practical skills and underpinning knowledge. |
| Aim | The purpose of this unit is to provide the learner with knowledge and understanding of models of disability. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the difference between models of disability. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | outline the history and development of the medical, social and psycho-social models of disability |
| 1.2 | compare and contrast the medical, social and psycho-social models of disability. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand how the adoption of models of disability can shape an individual's identity and experience. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 3. | Understand how the adoption of models of disability can shape service delivery. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | analyse how the medical, social and psycho-social models of disability can shape service delivery |
| 3.2 | evaluate how own practice promotes the wellbeing and quality of life of individuals. |

Unit 341

Support individuals with multiple conditions and/or disabilities (SS OP 3.3)

| | |
|--|---|
| Unit reference: | A/601/5190 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 31 |
| Relationship to NOS: | This unit is linked to SS OP 3.4. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. |
| Aim | The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support individuals with multiple conditions and/or disabilities. |

| Learning outcome | The learner will: |
|--|---|
| 1. Understand the impact of multiple conditions and/or disabilities on individuals. | |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe possible multiple conditions and/or disabilities that individuals may have |
| 1.2 | explain how multiple conditions and/or disabilities may have an additional impact on the individual's well being and quality of life |
| 1.3 | explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities . |

| Learning outcome | The learner will: |
|--|---|
| 2. Understand own role in supporting individuals with multiple conditions and/or disabilities. | |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe own role in supporting the well being of individuals with multiple conditions and/or disabilities |
| 2.2 | explain the steps to take when actions may be outside of the scope of own role and responsibilities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the support available for individuals with multiple conditions and/or disabilities. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area |
| 3.2 | explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities |
| 3.3 | explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities |
| 3.4 | explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 4. | Be able to assist individuals with multiple conditions and/or disabilities. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | support an individual to identify needs and preferences |
| 4.2 | identify any resources or specialist equipment that may be required to support an individual to engage in activities |
| 4.3 | support an individual to engage in activities that meet their needs and preferences. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 5. | Be able to evaluate the support provided to an individual to engage in activities. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | review with the individual and/or others , how well the activities have met the identified needs and preferences |
| 5.2 | reflect on own support to an individual to engage in activities |
| 5.3 | explain where additional advice, guidance or support can be accessed to improve own practice |
| 5.4 | adapt own practice to support the needs of the individual. |

| Range/Scope/Additional Guidance |
|---|
| <p>Multiple conditions and/or disabilities could include a combination of factors relating to:</p> <ul style="list-style-type: none"> ○ Sensory loss ○ Physical health ○ Mental health ○ Physical disability ○ Learning difficulty/disability |

- Emotional health

Well Being e.g.

- Emotional
- Psychological
- Physical

Activities could include:

- Education
- Employment
- Leisure activities
- Social activities
- Household or domestic tasks

Informal networks could include:

- Family
- Friends
- Neighbours
- Special interest groups

Others could include:

- Other professionals
- Carers/family members
- Advocates
- Colleagues

Unit 342

Enable individuals to negotiate environments (SS OP 3.8)

| | |
|--|--|
| Unit reference: | R/601/5180 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 34 |
| Relationship to NOS: | This unit is linked to Sensory Services 8, 9, 10 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by portfolio. Learning outcomes 2, 3, and 4 must be assessed in a real work environment. |
| Aim | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the factors that may impact on an individual being able to negotiate their environments. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | analyse how a range of conditions and/or disabilities may impact on individuals being able to negotiate environments |
| 1.2 | describe potential environmental barriers to individuals negotiating environments |
| 1.3 | establish how environmental barriers to individuals negotiating environments can be addressed. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 2. | Be able to prepare to support an individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the scope of own role in supporting an individual to negotiate an environment |
| 2.2 | establish the resources that are available to support an individual to negotiate an environment |
| 2.3 | assess the risks associated with an individual negotiating familiar and unfamiliar environments |

| | |
|-----|--|
| 2.4 | work with others to develop a plan to support an individual to negotiate an environment. |
|-----|--|

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support the individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | agree with the individual activities which require negotiating an environment |
| 3.2 | support an individual to negotiate an environment following agreed plan |
| 3.3 | provide information to the individual when negotiating unfamiliar environment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to evaluate and revise the support provided to an individual to negotiate an environment. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | observe and record an individual's ability to negotiate an environment |
| 4.2 | evaluate the success of negotiating an environment with an individual and/or others |
| 4.3 | use records of observations and feedback from the individual and/or others to review the plan to negotiate an environment |
| 4.4 | agree a revised plan with the individual and/or others |
| 4.5 | evaluate own contribution to supporting an individual to negotiate an environment. |

| Range/Scope/Additional Guidance |
|--|
| <p>Conditions and/or disabilities could include factors relating to:</p> <ul style="list-style-type: none"> ○ Sensory loss ○ Physical health ○ Mental health ○ Physical disability ○ Learning difficulty/disability ○ Emotional health <p>Resources could include:</p> <ul style="list-style-type: none"> ○ Other professionals ○ Assistive technology / aids <p>Others could include:</p> <ul style="list-style-type: none"> ○ Other professionals ○ Carers / family members ○ Advocates ○ Colleagues <p>The plan will include:</p> <ul style="list-style-type: none"> ○ Risk assessment and could include: ○ Environmental hazards |

- Agreed methods of communication
- Level of support required
- Assistive technology / aids
- Other resources

Unit 401

Support individuals in the use of assistive technology (SS OP 3.4)

| | |
|--|---|
| Unit reference: | J/601/3541 |
| Level: | 4 |
| Credit value: | 4 |
| GLH: | 32 |
| Relationship to NOS: | This unit is linked to Sensory Services 4, 5, 6, 7, 9 and 11. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 2, 3 and 4 must be assessed in real work environment |
| Aim | The purpose of this unit is to provide the learner with knowledge, understanding and skills required to support the use of assistive technology. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 1. | Understand the range, purpose and effectiveness of assistive technology available to support individuals. |
| Assessment criteria | |
| The learner can: | |
| 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 well being and quality of life of individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Be able to support the selection of assistive technology with individuals. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Be able to support the use of assistive technology aids with an individual. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to evaluate the effectiveness of the use of assistive technology to meet identified outcomes. |
| Assessment criteria | |
| The learner can: | |
| 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. |

| Range/Scope/Additional Guidance |
|--|
| Well Being eg <ul style="list-style-type: none"> ○ Emotional ○ Psychological ○ Physical Others could include: <ul style="list-style-type: none"> ○ Other professionals ○ Carers / family members ○ Advocates ○ Colleagues |

Unit 402

Support individuals to access education, training or employment (SS OP 3.7)

| | |
|--|--|
| Unit reference: | H/601/3546 |
| Level: | 4 |
| Credit value: | 4 |
| GLH: | 31 |
| Relationship to NOS: | This unit is linked to Sensory Services 5. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. This unit will be assessed by a portfolio. Learning outcomes 4, 5 and 6 must be assessed in real work environment |
| Aim | The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 1. | Understand the value of engagement in training, education or employment for individuals. |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain why engagement in education, training or employment opportunities can have a positive impact on the well being and quality of life of individuals. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 2. | Understand how legislation, guidance and codes of practice support an individual to access training, education or employment. |
| Assessment criteria | |
| The learner can: | |
| 2.1 | outline the legislation, guidance and codes of practice that support an individual to access training, education or employment |
| 2.2 | explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment |
| 2.3 | identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 3. | Understand the support available to individuals accessing education, training or employment. |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify the range of agencies that provide support to individuals accessing education, training or employment |
| 3.2 | clarify the support provided by the various agencies. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 4. | Be able to support an individual to identify and access education, training or employment that meets needs and preferences. |
| Assessment criteria | |
| The learner can: | |
| 4.1 | work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> o aspirations o skills and abilities o interests o experience o qualifications o support needs o preferred career pathway o personal circumstances o language / communication needs |
| 4.2 | work with the individual and / or others to source accessible information on education, training or employment opportunities |
| 4.3 | support the individual to select preferred education, training or employment |
| 4.4 | support the individual to complete applications to access education, training or employment |
| 4.5 | support the individual to prepare for interview or selection for education, training or employment. |

| Learning outcome | The learner will: |
|----------------------------|--|
| 5. | Be able to support individuals to undertake education, training or employment. |
| Assessment criteria | |
| The learner can: | |
| 5.1 | outline own role and role of others in providing support to an individual to undertake education, training or employment |
| 5.2 | work with the individual and / or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment. |

| Learning outcome | The learner will: |
|----------------------------|---|
| 6. | Be able to evaluate engagement in education, training or employment. |
| Assessment criteria | |
| The learner can: | |
| 6.1 | review with the individual and / or others how well the education, training or employment opportunity has met expectations and 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. |

| Range/Scope/Additional Guidance |
|---|
| <p>Well Being e.g.</p> <ul style="list-style-type: none"> ○ Emotional ○ Psychological ○ Physical <p>Others could include:</p> <ul style="list-style-type: none"> ○ Other professionals ○ Specialist employment agencies ○ Careers services ○ Job coach ○ Learning providers ○ Employers ○ Carers / family members ○ Advocates ○ Colleagues. |



Appendix 1 Relationships to other qualifications

Links to other qualifications

These qualifications have connections to the:

- Level 2 Award in Awareness of Dementia and Certificate in Dementia Care (3565-21/91), (3565-22/92)
- Level 3 Award in Awareness of Dementia and Certificate in Dementia Care (3565-31/93) (3565-32/94)
- Level 2 Diploma in Health and Social Care (Adults) for England (4222-21)
- Level 3 Diploma in Health and Social Care (Adults) for England (4222-31)
- Level 3 Certificate in Independent Advocacy and Diploma in Independent Mental Capacity Advocacy – Deprivation of Liberty Safeguards (7566)

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills (Wales).



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOL/e-volve assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices,
Missing or late exam materials,
Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification,
Missing or late exam materials,
Incorrect exam papers, Forms
request (BB, results entry), Exam
date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments,
Invoices, Missing or late exam
materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username,
Technical problems, Entries,
Results, GOLLA, Navigation,
User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping,
Accreditation, Development Skills,
Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents,
Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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