



**FAQ LEVEL 2 DIPLOMA IN**  
**CARE**

**EVIDENCE LOG**

Qualification Number: **603/2797/2**

Qualification Reference: **L2DC**



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## Assessment Principles

### 1. Assessment Principles

Please refer to the FutureQuals website (<https://www.futurequals.com/>) for the current version of the Assessment Principles and the latest version of the qualification specification for any specific Assessment Principles relating to this qualification.

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## Component 1: Communication in Care Settings

Component Reference Number: T/616/7579

Level: 2

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand why communication is important in the work setting</b>			
1.1 Identify different reasons why people communicate			
1.2 Explain how effective communication affects all aspects of your own work			
1.3 Explain why it is important to observe an <b>individual's</b> reactions when communicating with them			
<b>2 Be able to meet the communication and language needs, wishes and preferences of individuals</b>			
2.1 Find out an individual's communication and language needs, wishes and <b>preferences</b>			
2.2 Demonstrate <b>communication methods</b> that meet an individual's communication needs, wishes and preferences			
2.3 Show how and when to seek advice about communication			
<b>3 Be able to reduce barriers to communication</b>			
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, support and <b>services</b> to enable more effective communication			
<b>4 Be able to apply principles and practices relating to confidentiality at work</b>			
4.1 Explain the term 'confidentiality'			
4.2 Demonstrate confidentiality in day to day communication, in line with <b>agreed ways of working</b>			
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			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 2: Handle Information in Care Settings

Component Reference Number: K/616/7580

Level: 2

Credit: 1

GL: 10

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the need for secure handling of information in care settings</b>			
1.1 Identify the legislation that relates to the recording, storage and sharing of information in <b>care settings</b>			
1.2 Explain why it is important to have secure systems for recording and storing information in a care setting			
<b>2 Know how to access support for handling information</b>			
2.1 Describe how to access guidance, information and advice about handling information			
2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information			
<b>3 Be able to handle information in accordance with agreed ways of working</b>			
3.1 Keep records that are up to date, complete, accurate and legible			
3.2 Follow <b>agreed ways of working</b> for: <ul style="list-style-type: none"> <li>• recording information</li> <li>• storing information</li> <li>• sharing information</li> </ul>			

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Assessor name:

Signature:

Date:

### Component 3: Personal Development in Care Settings

Component Reference Number: M/616/7581

Level: 2  
 Credit: 3  
 GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand what is required for competence in own work role</b>			
1.1 Describe the duties and responsibilities of own role			
1.2 Identify <b>standards</b> , regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role			
1.3 Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice			
<b>2 Be able to reflect on own work activities</b>			
2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice			
2.2 Assess how well own knowledge, skills and understanding meet standards			
2.3 Demonstrate the ability to reflect on work activities			
<b>3 Be able to agree a personal development plan</b>			
3.1 Identify <b>sources of support</b> and how they can be used for own learning and development			

3.2 Describe the process for agreeing a <b>personal development plan</b> and <b>who should be involved</b>			
3.3 Contribute and agree to own personal development plan			
<b>4 Be able to develop own knowledge, skills and understanding</b>			
4.1 Describe how a learning activity has improved own knowledge, skills and understanding			
4.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding			
4.3 Explain the importance of <b>continuing professional development</b>			
4.4 Describe how feedback from <b>others</b> has developed own knowledge, skills and understanding			
4.5 Demonstrate how to record progress in relation to personal development			

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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 4: Implement Person-Centred Approaches in Care Settings

Component Reference Number: T/616/7582

Level: 2

Credit: 5

GL: 39

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand person-centred approaches for care and support</b>			
1.1 Define <b>person-centred values</b>			
1.2 Explain why it is important to work in a way that embeds person-centred values			
1.3 Explain why risk-taking can be part of a person-centred approach			
1.4 Explain how using an <b>individual's care plan</b> contributes to working in a person-centred way			
<b>2 Be able to work in a person-centred way</b>			
2.1 Find out the history, <b>preferences</b> , wishes and needs of the individual			
2.2 Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual			
<b>3 Be able to establish consent when providing care or support</b>			
3.1 Explain the importance of establishing <b>consent</b> when providing care or support			
3.2 Establish consent for an activity or action			
3.3 Explain what steps to take if consent cannot be			

readily established			
<b>4 Be able to encourage active participation</b>			
4.1 Describe how <b>active participation</b> benefits an individual			
4.2 Identify possible barriers to active participation			
4.3 Demonstrate ways to reduce the barriers and encourage active participation			
<b>5 Be able to support the individual's right to make choices</b>			
5.1 Support an individual to make informed choices			
5.2 Use agreed risk assessment processes to support the right to make choices			
5.3 Explain why a worker's personal views should not influence an individual's choices			
5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others			
<b>6 Be able to support the individual's well-being</b>			
6.1 Explain how an individual's identity and self-esteem are linked with <b>well-being</b>			
6.2 Describe attitudes and approaches that are likely to promote an individual's well-being			
6.3 Support an individual in a way that promotes a sense of identity and self-esteem			
6.4 Demonstrate ways to contribute to an			

environment that promotes well-being			
6.5 Recognise and respond to changes in physical and mental health			
6.6 Explain the importance of good nutrition and hydration			

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Assessor name:

Signature:

Date:

## Component 5: Equality and Inclusion in Care Settings

Component Reference Number: A/616/7583

Level: 2

Credit: 2

GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of equality and inclusion</b>			
1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>• discrimination</li> </ul>			
1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the <b>work setting</b>			
1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination			
<b>2 Be able to work in an inclusive way</b>			
2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role			
2.2 Show interaction with <b>individuals</b> that respects their beliefs, culture, values and preferences			
2.3 Describe how to challenge discrimination in a way that encourages change			
<b>3 Know how to access information, advice and support about diversity, equality and inclusion</b>			
3.1 Identify a range of sources of information, advice and support about diversity, equality and			

inclusion			
3.2 Describe how to access information, advice and support about diversity, equality and inclusion			
3.3 Identify when to access information, advice and support about diversity, equality and inclusion			

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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 6: Health, Safety and Well-Being in care Settings

Component Reference Number: F/616/7584

Level: 2  
 Credit: 4  
 GL: 33

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting</b>			
1.1 Identify legislation relating to general health and safety in a care work setting			
1.2 Outline the main points of the health and safety <b>policies and procedures</b> agreed with the employer			
1.3 Outline the main <b>health and safety</b> responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• the employer or manager</li> <li>• <b>others in the work setting</b></li> </ul>			
1.4 Identify <b>tasks</b> relating to health and safety that should not be carried out without special training			
1.5 Explain how to access additional support and information relating to health and safety			
<b>2 Understand the use of risk assessments in relation to health and safety</b>			
2.1 Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities			
2.2 Explain how and when to report potential health			

and safety risks that have been identified			
2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns			
<b>3 Understand procedures for responding to accidents and sudden illness</b>			
3.1 Describe different types of accidents and sudden illnesses that may occur in own work setting			
3.2 Outline the procedures to be followed if an accident or sudden illness should occur			
<b>4 Be able to reduce the spread of infection</b>			
4.1 Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection			
4.2 Explain the causes and spread of infection in care settings			
4.3 Demonstrate the recommended method for hand washing settings			
4.4 Demonstrate the <b>use of Personal Protective Equipment (PPE)</b> and when to use it			
4.5 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work			
<b>5 Be able to move and handle equipment and objects safely</b>			
5.1 Identify legislation that relates to moving and handling			
5.2 Explain principles for moving and handling equipment and other			

objects safely			
5.3 Demonstrate how to move and handle equipment and objects safely			
<b>6 Know how to handle hazardous substances and materials</b>			
6.1 Describe hazardous substances and materials that may be found in the work setting			
6.2 Explain safe practices for: <ul style="list-style-type: none"> <li>• storing hazardous substances</li> <li>• using hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>			
<b>7 Understand how to promote fire safety in the work setting</b>			
7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> <li>• starting</li> <li>• spreading</li> </ul>			
7.2 Describe emergency procedures to be followed in the event of a fire in the work setting			
7.3 Explain the importance of maintaining clear evacuation routes at all times			
<b>8 Be able to implement security measures in the work setting</b>			
8.1 Use <b>agreed ways of working</b> for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>• premises</li> <li>• information</li> </ul>			
8.2 Implement measures to protect own security and the security of others in the work setting			

8.3 Explain the importance of ensuring that others are aware of own whereabouts			
<b>9 Know how to manage own stress</b>			
9.1 Identify common signs and indicators of <b>stress</b> in self and others			
9.2 Identify circumstances and factors that tend to trigger stress in self and others			
9.3 Describe ways to manage stress and how to access <b>sources of support</b>			

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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 7: Responsibilities of a Care Worker

Component Reference Number: A/615/7748

Level: 2

Credit: 2

GL: 16

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand working relationships in care settings</b>			
1.1 Explain how a working relationship is different from a personal relationship			
1.2 Describe different working relationships in <b>care settings</b>			
<b>2 Be able to work in ways that are agreed with the employer</b>			
2.1 Describe why it is important to adhere to the agreed scope of the job role			
2.2 Access full and up-to-date details of <b>agreed ways of working</b>			
2.3 Work in line with agreed ways of working			
2.4 Contribute to quality assurance processes to promote positive experiences for <b>individuals</b> receiving care			
<b>3 Be able to work in partnership with others</b>			
3.1 Explain why it is important to work in partnership with <b>others</b>			
3.2 Demonstrate ways of working that can help improve partnership working			
3.3 Identify skills and approaches needed for			

resolving conflicts			
3.4 Access support and advice about: <ul style="list-style-type: none"> <li>• partnership working</li> <li>• resolving conflicts</li> </ul>			

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Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 8: Duty of Care

Component Reference Number: J/616/7585

Level: 2

Credit: 1

GL: 7

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the implications of duty of care</b>			
1.1 Define the term 'duty of care'			
1.2 Describe how duty of care relates to duty of <b>candour</b>			
1.3 Describe how the duty of care affects own work role			
<b>2 Understand support available for addressing dilemmas that may arise about duty of care</b>			
2.1 Describe dilemmas that may arise between the duty of care and an <b>individual's</b> rights			
2.2 Explain where to get additional support and advice about how to resolve such dilemmas			
<b>3 Know how to respond to complaints</b>			
3.1 Describe the process to follow when responding to complaints			
3.2 Identify the main points of agreed procedures for handling complaints			

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Learner signature:

Date:

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## Component 9: Safeguarding and Protection in Care Settings

Component Reference Number: F/615/7718

Level: 2

Credit: 3

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand principles of safeguarding adults</b>			
1.1 Explain the term safeguarding			
1.2 Explain own role and responsibilities in safeguarding individuals			
1.3 Define the following terms: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• <b>Domestic abuse</b></li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul>			
1.4 Describe harm			
1.5 Describe restrictive practices			
<b>2 Know how to recognise signs of abuse</b>			
2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic abuse</li> <li>• Sexual abuse</li> <li>• Emotional/psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Institutional/organisational abuse</li> </ul>			

<ul style="list-style-type: none"> <li>• Self-neglect</li> <li>• Neglect by others</li> </ul>			
2.2 Describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse			
<b>3 Know how to respond to suspected or alleged abuse</b>			
3.1 Explain the <b>actions to take</b> if there are suspicions that an individual is being abused			
3.2 Explain the actions to take if an individual alleges that they are being abused			
3.3 Identify ways to ensure that evidence of abuse is preserved			
<b>4 Understand the national and local context of safeguarding and protection from abuse</b>			
4.1 Identify relevant legislation, national policies and <b>local systems</b> that relate to safeguarding and protection from abuse			
4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse			
4.3 Identify factors which have featured in reports into serious cases of abuse and neglect			
4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including <b>whistle blowing</b>			
4.5 Identify when to seek support in situations beyond your experience and expertise			
<b>5 Understand ways to reduce the likelihood of abuse</b>			
5.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> <li>• working with <b>person-centred values</b></li> <li>• encouraging <b>active participation</b></li> <li>• promoting choice and rights</li> <li>• supporting individuals with awareness of personal</li> </ul>			

safety			
5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse			
5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention			
<b>6 Know how to recognise and report unsafe practices</b>			
6.1 Describe <b>unsafe practices</b> that may affect the <b>well-being</b> of individuals			
6.2 Explain the actions to take if unsafe practices have been identified			
6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response			
<b>7 Understand principles for online safety</b>			
7.1 Describe the potential risks presented by: <ul style="list-style-type: none"> <li>• the use of electronic communication devices</li> <li>• the use of the internet</li> <li>• the use of social networking sites</li> <li>• carrying out financial transactions online</li> </ul>			
7.2 Explain ways of reducing the risks presented by each of these types of activity			
7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices			

**Learner declaration of authenticity:**

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Assessor name:

Signature:

Date:

## Component 10: Understand Equality, Diversity and Inclusion in Dementia Care

Component Reference Number: L/616/7586

Level: 2

Credit: 2

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand and appreciate the importance of diversity of individuals with dementia</b>			
1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences			
1.2 Describe ways of helping carers and <b>others</b> 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			
<b>2 Understand the importance of person-centred approaches in the care and support of individuals with dementia</b>			
2.1 Describe how person-centred approaches help an individual with dementia 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 an individual with dementia in all aspects of their care			
<b>3 Understand ways of working with a range of individuals who have dementia to ensure diverse</b>			

**needs are met**

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

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Assessor name:

Signature:

Date:

## Component 11: Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities

Component Reference Number: R/616/7587

Level: 2

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the impact of multiple conditions and/or disabilities on individuals</b>			
1.1 Identify <b>multiple conditions and/or disabilities</b> individuals may have			
1.2 Explain how multiple conditions and/or disabilities may have additional impacts on individuals' <b>well-being</b> and quality of life			
<b>2 Know the support available for individuals with multiple conditions and/or disabilities</b>			
2.1 Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities			
2.2 Identify the <b>resources</b> that may be required to support the needs of individuals with multiple conditions and/or disabilities			
2.3 Describe how <b>informal networks</b> can provide support to individuals with multiple conditions and/or disabilities			
<b>3 Be able to contribute to the support of individuals with multiple conditions and/or disabilities</b>			
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 through observation and interaction			
3.3 Follow agreed ways of working or a plan to support an individual with multiple conditions and/or disabilities to participate in an <b>activity</b>			
3.4 Support the use of resources to enable an individual with multiple conditions and/or disabilities to participate in an activity			
<b>4 Be able to evaluate own contribution to the support of an individual for an activity</b>			
4.1 Reflect on own contribution to supporting an individual with multiple conditions and/or disabilities to participate in an activity			
4.2 Explain where additional advice, guidance or support can be accessed to improve own practice			

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## Component 12: Support Individuals to Access and use Information about Services and Facilities

Component Reference Number: J/615/7770

Level: 2

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know ways to support individuals to access information on services and facilities</b>			
1.1 Identify the types of <b>services and facilities</b> about which <b>individuals</b> 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			
<b>2 Be able to work with individuals to select and obtain information about services and facilities</b>			
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			
<b>3 Be able to work with individuals to access and use information about services and facilities</b>			
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			
<b>4 Be able to support individuals to evaluate the information accessed on services and facilities</b>			
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			

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Assessor name:

Signature:

Date:

## Component 13: Provide Support for Journeys

Component Reference Number: Y/616/7588

Level: 2  
Credit: 2  
GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand factors to consider when planning support for journeys</b>			
1.1 Describe different <b>factors</b> 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			
<b>2 Be able to support individuals to plan journeys</b>			
2.1 Agree with the <b>individual</b> 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 <b>active participation</b> and reflects <b>agreed ways of working</b>			
<b>3 Be able to support individuals when making journeys</b>			
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			
<b>4 Be able to review the support provided for individuals when making journeys</b>			
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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 14: Assist in the Administration of Medication

Component Reference Number: H/615/7775

Level: 2

Credit: 4

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know the current legislation, guidelines and policies relevant to the administration of medication</b>			
1.1 Identify the current national legislation and guidelines relevant to the administration of medication			
1.2 Outline the organisational policies for the management and administration of medication			
<b>2 Understand own role in assisting in the administration of medication</b>			
2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication			
2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication			
2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence			
<b>3 Understand the requirements and procedures for assisting in the administration of medication</b>			

3.1 Explain the purpose and significance of the information which should be provided on the label of a medication			
3.2 Describe the different routes for the administration of medication			
3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility			
3.4 Describe the various aids which can be used to help <b>individuals</b> take their medication			
3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice			
3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice			
<b>4 Understand the requirements and procedures for ensuring an individual's safety</b>			
4.1 Explain the importance of identifying the individual for whom the medications are prescribed			
4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it			

<b>5 Be able to prepare for the administration of medication</b>			
5.1 Obtain or confirm <b>valid consent</b> for the administration of medication			
5.2 Apply standard precautions for infection control			
5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet			
5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist			
5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered			
<b>6 Be able to assist in the administration of medication</b>			
6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan			
6.2 Assist the individual to be as self-managing as possible			
6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication			

6.4 Monitor the individual's condition throughout the administration process			
6.5 Explain the types of adverse effects that may occur and the action to take if they do			
6.6 Check and confirm that the individual has taken the medication and does not pass medication to others			
<b>7 Be able to contribute to the management of medications and administration records</b>			
7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication			
7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely			
7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage			
7.4 Maintain the confidentiality of information relating to the individual at all times			
7.5 Check the stock level of medications and take action to obtain new stocks when required			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 15: Understand and Enable Interaction and Communication with Individuals with Dementia

Component Reference Number: D/616/7589

Level: 2

Credit: 3

GL: 19

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Be able to communicate with individuals with dementia</b>			
1.1 Describe how memory impairment can affect the ability of an individual who has dementia to use verbal language			
1.2 Gather information from <b>others</b> about an individual's preferred methods of communicating to enhance interaction			
1.3 Use information about the communication abilities and needs of an individual who has dementia to enhance interaction			
1.4 Use a person-centred approach to enable an individual to use their communication abilities			
1.5 Adapt interaction to meet the communication needs of an individual with dementia			
<b>2 Be able to apply interaction and communication approaches with individuals who have dementia</b>			
2.1 List different techniques that can be used to facilitate positive interactions with an individual who has dementia			
2.2 Use an individual's			

biography/history to facilitate positive interactions			
2.3 Explain how the identity and uniqueness of an individual is reinforced by using their preferred methods of interacting and communicating			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 16: Undertake Personal Hygiene Activities with Individuals

Component Reference Number: M/615/7780

Level: 2

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals</b>			
1.1 Identify current legislation, national guidelines, <b>policies, procedures</b> and protocols in relation to undertaking personal hygiene activities with <b>individuals</b>			
1.2 Explain the importance of complying with health and safety guidance			
1.3 Explain the importance of using aseptic techniques			
<b>2 Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing</b>			
2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing			
<b>3 Be able to prepare for undertaking personal hygiene activities with individuals</b>			
3.1 Explain the importance of following the individual's care plan			
3.2 Explain why resources should be prepared prior to commencing the activity			
3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan			
3.4 Confirm the individual's			

identity and gain <b>valid consent</b>			
3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual			
<b>4 Be able to undertake personal hygiene activities with individuals</b>			
4.1 Apply health and safety measures relevant to the procedure and environment			
4.2 Apply standard precautions for infection control			
4.3 Carry out personal hygiene activities in accordance with the individual's care plan			
4.4 Ensure that the individual's privacy and dignity is maintained			
4.5 Observe the individual while providing support and reassurance and address any concerns			
4.6 Describe action to take in response to adverse reactions			
<b>5 Be able to record and report the outcome of the personal hygiene activity</b>			
5.1 Record the outcome of the personal hygiene activity			
5.2 Report the outcomes of the activity to a member of the care team in line with local policy			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 17: Support Individuals to Carry Out their own Health Care Procedures

Component Reference Number: F/615/7783

Level: 2  
 Credit: 2  
 GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand health care procedures likely to be undertaken by individuals</b>			
1.1 Identify treatments and physical measurements likely to be undertaken by <b>individuals</b>			
1.2 Explain reasons why physical measurements and specimens might need to be taken			
1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures			
<b>2 Be able to support individuals to prepare to carry out their own health care procedures</b>			
2.1 Establish with <b>others</b> own role in supporting individuals to carry out their own health care procedures			
2.2 Promote safe storage of supplies			
2.3 Support the individual to prepare equipment and the environment to carry out procedures			
2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of			

2.5 Support the individual's understanding of techniques for procedures			
2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures			
<b>3 Be able to support individuals to carry out health care procedures</b>			
3.1 Assist the individual to carry out health care procedures in a way that promotes <b>active participation</b>			
3.2 Promote safe disposal of supplies used for procedures			
3.3 Support the individual to record measurements and store records safely			
<b>4 Be able to monitor health care procedures undertaken by individuals</b>			
4.1 Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual			
4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working			
4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 18: Provide Support for Therapy Sessions

Component Reference Number: R/616/7590

Level: 2

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the benefits of therapy sessions</b>			
1.1 Identify different types of <b>therapy sessions</b> in which an <b>individual</b> may participate			
1.2 Describe how therapy sessions can benefit an individual			
<b>2 Be able to prepare for therapy sessions</b>			
2.1 Establish own responsibilities in preparing for a therapy session			
2.2 Identify with the individual their preferences and requirements for the therapy session			
2.3 Follow instructions to prepare the environment, materials, equipment and self for the session			
<b>3 Be able to provide support in therapy sessions</b>			
3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the individual's preferences and requirements</li> </ul>			
3.2 Promote the <b>active participation</b> of the individual during the session			

3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session			
<b>4 Be able to observe and record therapy sessions</b>			
4.1 Agree how observations will be recorded			
4.2 Carry out agreed observations			
4.3 Record agreed observations as required			
<b>5 Be able to contribute to the review of therapy sessions</b>			
5.1 Contribute to a review of therapy sessions to identify issues and progress			
5.2 Agree changes to therapy sessions with the individual and <b>others</b>			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 19: Stroke Awareness

Component Reference Number: Y/616/7591

Level: 2

Credit: 3

GL: 28

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know what a stroke is</b>			
1.1 Identify the changes in the brain associated with stroke			
1.2 Outline other conditions that may be mistaken for stroke			
1.3 Define the differences between stroke and Transient Ischaemic Attack (TIA)			
<b>2 Know how to recognise stroke</b>			
2.1 List the signs and symptoms of stroke			
2.2 Identify the key stages of stroke			
2.3 Identify the assessment tests that are available to enable listing of the signs and symptoms			
2.4 Describe the potential changes that an individual may experience as a result of stroke			
<b>3 Understand the management of risk factors for stroke</b>			
3.1 State the prevalence of stroke in the UK			
3.2 Identify the common risk factors for stroke			
3.3 Describe how risk factors may vary in different			

settings			
3.4 Explain the steps that can be taken to reduce the risk of stroke and subsequent stroke			
<b>4 Understand the importance of emergency response and treatment for stroke</b>			
4.1 Explain why stroke is a medical emergency			
4.2 Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working			
4.3 Identify the impact on the individual of the key stages of stroke			
4.4 Identify the correct early positioning for airway management			
4.5 Explain the information that needs to be included in reporting relevant and accurate history of the incident			
<b>5 Understand the management of stroke</b>			
5.1 Describe why effective stroke care is important to the management of stroke			
5.2 Identify support available to individuals and others affected by stroke			
5.3 Identify other agencies or resources to signpost individual or others for additional support and guidance			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.



## Component 20: Introductory Awareness of Sensory Loss

Component Reference Number: D/616/7592

Level: 2  
 Credit: 2  
 GL: 16

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these</b>			
1.1 Describe how a range of <b>factors</b> have a negative and positive impact on individuals with <b>sensory loss</b>			
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			
<b>2 Understand the importance of effective communication for individuals with sensory loss</b>			
2.1 Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Hearing loss</li> <li>• Deafblindness</li> </ul>			
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			
<b>3 Know the main causes and conditions of sensory loss</b>			
3.1 Outline the main causes of sensory loss			
3.2 Explain the difference between congenital and acquired sensory loss			
<b>4 Know how to recognise when an individual may be experiencing sight and/or hearing loss</b>			
4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• Sight loss</li> <li>• Deafblindness</li> <li>• Hearing loss</li> </ul>			
4.2 Explain where additional advice and support can be sourced in relation to sensory loss			
<b>5 Understand how to report concerns about sensory loss</b>			
5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 21: Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia

Component Reference Number: H/616/7593

Level: 2

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of a person-centred approach to dementia care and support</b>			
1.1 Explain the importance of a person-centred approach to dementia care and support			
1.2 Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support			
<b>2 Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach</b>			
2.1 Explain how information about personality and life history can be used to support an individual to live well with dementia			
2.2 Communicate with an individual who has dementia using a range of methods that meet the individual's abilities and needs			
2.3 Involve an individual who has dementia in identifying and managing risks in their care and support plan			
2.4 Involve an individual who has dementia in identifying and managing risks in their care and			

support plan			
<b>3 Be able to involve carers and others in the care and support of individuals with dementia</b>			
3.1 Explain how to increase a carer's understanding of dementia and a person-centred approach			
3.2 Involve carers and others in the support of an individual with dementia			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

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Assessor name:

Signature:

Date:

## Component 22: Promote Positive Behaviour

Component Reference Number: Y/615/8034

Level: 3

Credit: 6

GL: 44

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support</b>			
1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice			
<b>2 Be able to promote positive behaviour</b>			
2.1 Explain a range of factors associated with challenging behaviours			
2.2 Highlight, praise and support positive aspects of an <b>individual's</b> behaviour in order to reinforce positive behaviour			
2.3 Demonstrate how to model to others best practice in promoting positive behaviour			
2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour			
<b>3 Understand the context and use of proactive and reactive strategies</b>			
3.1 Explain the difference between proactive and reactive strategies			
3.2 Identify the proactive and reactive strategies			

3.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour			
3.4 Explain the importance of maintaining a person or child centred approach when using proactive strategies			
3.5 Explain the importance of reinforcing positive behaviour with individuals			
3.6 Evaluate the impact of using reactive rather than proactive strategies on an individual's well-being			
<b>4 Understand the use of restrictive interventions</b>			
4.1 Define restrictive interventions			
4.2 Explain when restrictive interventions may and may not be used			
4.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour			
4.4 Describe safeguards that must be in place if restrictive interventions are used			
4.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used			
<b>5 Be able to respond appropriately to incidents of challenging behaviour</b>			
5.1 Identify types of challenging behaviours			
5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of			

working or organisational guidelines			
5.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour			
5.4 Complete records following an incident of challenging behaviour			
<b>6 Be able to support individuals and others following an incident of challenging behaviour</b>			
6.1 Support an individual to return to a calm state following an incident of challenging behaviour			
6.2 Describe how to support an individual to reflect on an incident, to include: <ul style="list-style-type: none"> <li>• How they were feeling at the time prior to and directly before the incident</li> <li>• Their behaviour</li> <li>• The consequences of their behaviour</li> <li>• How they were feeling after the incident</li> </ul>			
6.3 Describe the complex feelings that may be experienced by <b>others</b> involved or witnessing an incident of challenging behaviour			
6.4 Debrief others involved in an incident of challenging behaviour			
6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour			
<b>7 Be able to review and revise approaches to promoting positive behaviour</b>			

7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour			
7.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities			
7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 23: Support use of Medication in Social Care Settings

Component Reference Number: K/616/7594

Level: 3  
 Credit: 5  
 GL: 40

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know the legislative framework for the use of medication in social care settings</b>			
1.1 Identify legislation that governs the use of medication in social care settings			
1.2 Outline the legal classification system for medication			
1.3 Explain how and why policies and procedures or <b>agreed ways of working</b> must reflect and incorporate legislative requirements			
<b>2 Know about common types of medication and their use</b>			
2.1 Identify common types of medication			
2.2 List conditions for which each type of medication may be prescribed			
2.3 Describe changes to an <b>individual's</b> physical or mental well-being that may indicate an adverse reaction to a medication			
<b>3 Understand roles and responsibilities in the use of medication in social care settings</b>			
3.1 Describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication			
3.2 Explain where			

responsibilities lie in relation to use of 'over the counter' remedies and supplements			
<b>4 Understand techniques for administering medication</b>			
4.1 Describe the routes by which medication can be administered			
4.2 Describe different forms in which medication may be presented			
4.3 Describe materials and equipment that can assist in administering medication			
<b>5 Be able to receive, store and dispose of medication supplies safely</b>			
5.1 Receive supplies of medication in line with agreed ways of working			
5.2 Store medication safely			
5.3 Dispose of un-used or unwanted medication safely			
<b>6 Understand how to promote the rights of the individual when managing medication</b>			
6.1 Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> <li>• consent</li> <li>• self-medication or active participation</li> <li>• dignity and privacy</li> <li>• confidentiality</li> </ul>			
6.2 Explain how risk assessment can be used to promote an individual's independence in managing medication			
6.3 Describe how ethical issues that may arise over the use of medication can be addressed			
<b>7 Be able to support use of medication</b>			
7.1 Access information about an individual's			

medication			
7.2 Support an individual to use medication in ways that promote hygiene, safety, dignity and <b>active participation</b>			
7.3 Demonstrate strategies to ensure that medication is used or administered <b>correctly</b>			
7.4 Address any <b>practical difficulties</b> that may arise when medication is used			
7.5 Explain how and when to access further information or support about the use of medication			
<b>8 Be able to record and report on use of medication</b>			
8.1 Record use of medication and any changes in an individual associated with it			
8.2 Report on use of medication and problems associated with medication, in line with agreed ways of working			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 24: Provide Support for Leisure Activities

Component Reference Number: Y/615/8034

Level: 2  
 Credit: 3  
 GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the role that leisure activities play in well-being</b>			
1.1 Identify <b>different activities</b> that may be regarded as leisure activities			
1.2 Explain how participation in leisure activities aids the well-being of <b>individuals</b>			
1.3 Describe the potential benefits of trying out new leisure activities from time to time			
<b>2 Be able to support individuals in planning for leisure activities</b>			
2.1 Identify with the individual his/her recreational needs, preferences and interests			
2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests			
2.3 Agree with the individual the level and type of support needed for participation in a leisure activity			
2.4 Work with the individual and <b>others</b> to develop a plan to support participation in a leisure activity			

<b>3 Be able to encourage and support individuals to participate in leisure activities</b>			
3.1 Support the individual in a way that promotes <b>active participation</b> identified in the planned activities			
3.2 Provide encouragement and positive reinforcement for the activities			
3.3 Describe how to support a person if any changes or difficulties are encountered			
3.4 Explain ways to access additional information or support about participation in a leisure activity			
<b>4 Be able to contribute to the review and revision of support for leisure activities</b>			
4.1 Identify with the individual the process for reviewing their leisure activities			
4.2 Gather feedback from the individual on the leisure activity including the support provided			
4.3 Carry out agreed role in contributing to the review			
4.4 Implement agreed changes to the plan			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 25: Support Individuals to Meet Personal Care Needs

Component Reference Number:L/615/7785

Level: 2

Credit: 2

GL: 16

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Be able to work with individuals to identify their needs and preferences in relation to personal care</b>			
1.1 Encourage the <b>individual</b> to communicate their needs, <b>preferences</b> and personal beliefs affecting their personal care			
1.2 Establish the level and type of support and individual needs for personal care			
1.3 Agree with the individual how privacy will be maintained during personal care			
<b>2 Be able to provide support for personal care</b>			
2.1 Obtain <b>valid consent</b> for activities			
2.2 Support the individual to understand the reasons for hygiene and safety precautions			
2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection			
2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care			

2.5 Describe ways to ensure the individual can summon help when alone during personal care			
2.6 Ensure safe disposal of waste materials			
<b>3 Be able to support individuals to use the toilet</b>			
3.1 Provide support for the individual to use toilet facilities in ways that respect dignity			
3.2 Support the individual to make themselves clean and tidy after using toilet facilities			
3.3 Support the individual to wash their hands after using the toilet			
<b>4 Be able to support individuals to maintain personal hygiene</b>			
4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care			
4.2 Ensure toiletries, materials and equipment are within reach of the individual			
4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation			
<b>5 Be able to support individuals to manage their personal appearance</b>			
5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation			
5.2 Encourage the individual to keep their clothing and			

personal care items clean, safe and secure			
<b>6 Be able to monitor and report on support for personal care</b>			
6.1 Seek feedback from the individual and <b>others</b> on how well support for personal care meets the individual's needs and preferences			
6.2 Monitor personal care functions and activities in agreed ways			
6.3 Record and report on an individual's personal care in agreed ways			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 26: Understand Mental Well-Being and Mental Health Promotion

Component Reference Number: H/615/7789

Level: 3  
 Credit: 3  
 GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>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</b>			
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 <b>life span</b> , including: <ul style="list-style-type: none"> <li>• biological factors</li> <li>• social factors</li> <li>• psychological factors</li> <li>• emotional factors</li> </ul>			
1.3 Explain how <b>risk factors</b> and <b>protective factors</b> influence levels of resilience in <b>individuals</b> and groups in relation to mental well-being and mental health			
<b>2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups</b>			
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			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 27: Principles of Supporting an Individual to Maintain Personal Hygiene

Component Reference Number: M/616/7595

Level: 2

Credit: 1

GL: 10

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of good personal hygiene</b>			
1.1 Explain why personal hygiene is important			
1.2 Describe the effects of poor personal hygiene on health and well-being			
<b>2 Understand how to encourage an individual to maintain personal hygiene</b>			
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			
<b>3 Understand how to support an individual to maintain personal hygiene</b>			
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			
<b>4 Understand when poor hygiene may be an indicator of other underlying personal issues</b>			
4.1 Identify underlying personal issues that may be a cause of poor personal hygiene			
4.2 Describe how underlying personal issues might be addressed			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 28: Causes and Spread of Infection

Component Reference Number: F/615/8061

Level: 2  
 Credit: 2  
 GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the causes of infection</b>			
1.1 Identify the differences between bacteria, viruses, fungi and parasites			
1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites			
1.3 Describe what is meant by infection and colonisation			
1.4 Explain what is meant by systemic infection and localised infection			
1.5 Identify <b>poor practices</b> that may lead to the spread of infection			
1.6 Identify how an understanding of poor practices, can be applied to own professional practice			
<b>2 Understand the transmission of infection</b>			
2.1 Explain the conditions needed for the growth of micro-organisms			
2.2 Explain the ways an infective agent might enter the body			
2.3 Identify common sources of infection			
2.4 Explain how infective agents can be transmitted			

to a person			
2.5 Identify the key factors that will make it more likely that infection will occur			
2.6 Discuss the role of a national public health body in communicable disease outbreaks			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 29: Work in Partnership with Families to Support Individuals

Component Reference Number: Y/615/8082

Level: 3

Credit: 3

GL: 27

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand partnership working with families and family members in care and/or support</b>			
1.1 Describe the contribution <b>families and family members</b> have in caring for and/or supporting individuals			
1.2 Identify factors that may affect the level of involvement of family members			
1.3 Describe dilemmas or conflicts that may arise when working in partnership with families			
1.4 Explain how the attitudes of a worker affect partnership working			
<b>2 Be able to establish and maintain positive relationships with families and family members in care and/or support</b>			
2.1 Interact with family members in ways that respect their culture, values, experiences and expertise			
2.2 Show dependability in carrying out actions agreed with families			
2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families			
<b>3 Be able to plan shared approaches to the care and support of individuals with families and</b>			

<b>family members in care and/or support</b>			
3.1 Agree with the <b>individual</b> , family members and <b>others</b> the desired outcomes of partnership working within scope of own role			
3.2 Clarify own role, role of family members and roles of others in supporting the individual			
3.3 Support family members to understand person-centred approaches and <b>agreed ways of working</b>			
3.4 Plan ways to manage risks associated with sharing care or support within scope of own role			
3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role			
<b>4 Be able to work with families to access support in their role as carers</b>			
4.1 Identify the support required from families to fulfil their role			
4.2 Provide accessible information about available resources for support			
4.3 Work with family members to access resources for support			
<b>5 Be able to exchange and record information about partnership work with families</b>			
5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences</li> </ul>			

5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working</li> </ul>			
<b>6 Be able to contribute to reviewing partnership work with families</b>			
6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role			
6.2 Involve the individual and family members in the reviews			
<b>7 Be able to provide feedback about support for families</b>			
7.1 Provide feedback to others about the support accessed by family members			
7.2 Report on any gaps in the provision of support for family members			
7.3 Describe ways to challenge information or support that is discriminatory or inaccessible			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 30: Provide Support for Mobility

Component Reference Number: T/615/8087

Level: 2

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of mobility</b>			
1.1 Define mobility			
1.2 Explain how different health conditions may affect and be affected by mobility			
1.3 Outline the effects that reduced mobility may have on an <b>individual's well-being</b>			
1.4 Describe the benefits of maintaining and improving mobility			
<b>2 Be able to prepare for mobility activities</b>			
2.1 Agree <b>mobility activities</b> with the individual and <b>others</b> , according to the individual's needs and abilities			
2.2 Remove or minimise hazards in the environment before a mobility activity			
2.3 Check the suitability of an individual's clothing and footwear for safety and mobility			
2.4 Check the suitability of <b>mobility equipment and appliances</b> for the individual			
2.5 Check the safety and cleanliness of mobility equipment and appliances			

**3 Be able to support individuals to keep mobile**

3.1 Promote the <b>active participation</b> of the individual during a mobility activity			
3.2 Assist an individual to use mobility appliances correctly and safely			
3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person			
3.4 Give feedback and encouragement to the individual during mobility activities			

**4 Be able to observe, record and report on activities to support mobility**

4.1 Record observations of mobility activity			
4.2 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided</li> </ul>			

**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 31: Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks

Component Reference Number: T/616/7596

Level: 2

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm</b>			
1.1 Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia			
1.2 Describe how agreed ways of working relate to the rights of an individual with dementia			
1.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions			
1.4 Explain how the best interests of an individual with dementia must be included when planning and delivering care and support			
1.5 Explain what is meant by providing care and support to an individual with dementia in the least restrictive way			
<b>2 Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia</b>			
2.1 Describe how to maintain privacy when providing personal support for intimate care to an			

individual with dementia			
2.2 Describe how to show respect for the physical space of an individual with dementia			
2.3 Describe how to show respect for the social or emotional space of an individual with dementia			
2.4 Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity			
2.5 Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia			
<b>3 Be able to support individuals with dementia to achieve their potential</b>			
3.1 Explain how the physical environment may enable an individual with dementia to achieve their potential			
3.2 Explain how the social environment may enable an individual with dementia to achieve their potential			
3.3 Support an individual with dementia to use their abilities during personal care activities			
3.4 Explain how the attitudes of others may enable an individual with dementia to achieve their potential			
<b>4 Be able to work with carers who are caring for individuals with dementia</b>			
4.1 Identify some of the anxieties common to carers of an individual with dementia			
4.2 Outline the legal rights			

of the carer in relation to an individual with dementia			
4.3 Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm			
4.4 Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices			
4.5 Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 32: Dementia Awareness

Component Reference Number: A/616/7597

Level: 2

Credit: 2

GL: 7

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand dementia</b>			
1.1 Define the term 'dementia'			
1.2 Describe key functions of the brain that are affected by dementia			
1.3 Explain why depression, delirium and age related memory impairment may be mistaken for dementia			
<b>2 Understand models of dementia</b>			
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			
<b>3 Know types of dementia and their causes</b>			
3.1 List causes of dementia			
3.2 Describe signs and symptoms of dementia			
3.3 Identify causal risk factors for types of dementia			
3.4 Identify prevalence rates for types of dementia			
<b>4 Understand an individual's experience of dementia</b>			
4.1 Describe how individuals may experience			

<b>living with dementia</b>			
4.2 Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 33: Understand the Impact of Acquired Brain Injury on Individuals

Component Reference Number: F/616/7598

Level: 2

Credit: 3

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand Acquired Brain Injury</b>			
1.1 Describe what <b>Acquired Brain Injury</b> is			
1.2 Identify possible causes of Acquired Brain Injury			
<b>2 Know the impact an Acquired Brain Injury has on the individual</b>			
2.1 List initial effects of Acquired Brain Injury on the <b>individual</b>			
2.2 Identify the long-term effects of Acquired Brain Injury to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• <b>functional</b></li> <li>• cognitive</li> <li>• behavioural</li> </ul>			
<b>3 Understand the specialist communication needs of an individual with Acquired Brain Injury</b>			
3.1 Explain what is meant by the term dysphasia			
3.2 Explain what is meant by the term dysarthria			
3.3 Describe the <b>communication challenges</b> presented to the individual and self by <ul style="list-style-type: none"> <li>• dysphasia</li> <li>• dysarthria</li> </ul>			
3.4 Identify the skills required to support an individual with specialist communication needs			
<b>4 Understand the impact that personality changes can have on an individual and those providing</b>			

<b>support</b>			
4.1 Outline the changes in <b>personality</b> that an individual may experience as a result of Acquired Brain Injury			
4.2 Describe how lack of <b>self-awareness</b> may affect the individual			
4.3 Explain the impact of changes in personality on <b>those providing support</b>			
<b>5 Understand the impact of challenging behaviour</b>			
5.1 Describe behaviours which may be considered challenging			
5.2 State what to do to avoid confrontation with someone who is emotionally agitated			
5.3 Describe how challenging behaviour impacts on own feelings and attitudes			
5.4 Identify what support is available to respond to <b>challenging behaviour</b>			
5.5 Describe how to report challenging behaviour			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Level: 2  
 Credit: 4  
 GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals</b>			
1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning <b>individuals</b>			
1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals			
1.3 Describe health and safety factors in relation to moving and positioning individuals			
<b>2 Understand anatomy and physiology in relation to moving and positioning individuals</b>			
2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals			
2.2 Describe the impact of specific conditions on the movement and positioning of an individual			
<b>3 Be able to minimise risk before moving and positioning individuals</b>			
3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual’s care plan</li> <li>• the moving and handling risk assessment</li> </ul>			

3.2 Identify any immediate risks to the individual			
3.3 Describe the action to take in relation to identified risks			
3.4 Describe the action to take if the individual's wishes conflict with their care plan			
3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> <li>adequate space for the move</li> <li>potential hazards are removed</li> </ul>			
3.6 Apply standard precautions for infection control			
<b>4 Be able to move and position an individual</b>			
4.1 Confirm the individual's identity and obtain <b>valid consent</b>			
4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> <li>provides relevant information</li> <li>addresses needs and concerns</li> <li>provides support and reassurance</li> <li>is respectful of personal beliefs and preferences</li> </ul>			
4.3 Position the individual in accordance with their care plan			
4.4 Communicate effectively with <b>others</b> involved in the manoeuvre			
4.5 Describe the aids and equipment that may be used for moving and positioning			

4.6 Use equipment to maintain the individual in the appropriate position			
4.7 Encourage the individual's <b>active participation</b> in the manoeuvre			
4.8 Monitor the individual throughout the activity			
4.9 Record and report the activity noting when the next positioning manoeuvre is due			
<b>5 Know when to seek advice and/or assistance from others when moving and positioning an individual</b>			
5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual			
5.2 Describe sources of information available in relation to moving and positioning individuals			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 35: Support Individuals to Manage Continence

Component Reference Number: K/615/7812

Level: 2

Credit: 3

GL: 19

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand factors that affect the management of continence</b>			
1.1 Explain how continence can affect an <b>individual's</b> self-esteem, health and day to day activities			
1.2 List <b>conditions</b> that can affect continence			
1.3 Explain how continence issues can be transient in individuals			
1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence			
1.5 Describe ways to respect an individual's privacy whilst managing continence			
<b>2 Be able to support individuals and their carers to manage continence issues</b>			
2.1 Encourage an individual and their carers to express <b>preferences</b> and concerns about continence needs			
2.2 Support the individual and their carers to understand the effects of lifestyle on continence			
2.3 Explain how and when to access additional support in relation to the management of continence			
<b>3 Be able to support the use of equipment to manage continence</b>			

3.1 Access information about continence equipment recommended for the individual			
3.2 Agree with the individual and their carers preferred times and places for using continence equipment			
3.3 Agree the level and type of support required for use of continence equipment			
3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote <b>active participation</b>			
<b>4 Be able to maintain infection control when supporting individuals to manage continence</b>			
4.1 Identify risks that may arise while supporting individuals and their carers to manage continence			
4.2 Encourage the individual and their carers to maintain personal hygiene whilst managing continence			
4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks			
4.4 Dispose of used equipment and soiled materials			
4.5 Ensure the environment is clean, tidy and accessible before and after use			
<b>5 Be able to monitor, record and report on support for managing continence</b>			
5.1 Monitor, record and report on support for managing continence			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 36: Obtain and Test Specimens from Individuals

Component Reference Number: R/615/7819

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens</b>			
1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice			
1.2 Identify the hazards and other consequences related to incorrect labelling of specimens			
<b>2 Understand the processes involved in obtaining and testing specimens from individuals</b>			
2.1 1 Identify the different types of specimens that may be obtained			
2.2 Describe the tests and investigations that may be carried out upon the specimens			
2.3 Identify the correct equipment and materials used in the collection and transport of specimens			
<b>3 Be able to prepare to obtain specimens from individuals</b>			
3.1 Introduce yourself to the <b>individual</b> , and confirm the individual's identity			
3.2 Explain the procedure and obtain <b>valid consent</b>			
3.3 Ensure the individual's privacy and dignity is maintained at all times			

3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure			
3.5 Communicate with the individual in a medium appropriate to their needs and preferences			
3.6 Demonstrate that the required preparations have been completed, including materials and equipment			
<b>4 Be able to obtain specimens from individuals</b>			
4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves			
4.2 Describe possible problems in collecting specimens and how and when these should be reported			
4.3 Demonstrate the correct collection, labelling and storage of specimens			
4.4 Complete and attach relevant documentation			
<b>5 Be able to test specimens</b>			
5.1 Explain tests for a range of specimens obtained			
5.2 Demonstrate appropriate health and safety measures relevant to the procedure and <b>environment</b>			
<b>6 Be able to report on the outcomes on the test of specimens</b>			
6.1 Demonstrate the correct process for reporting and recording test results			

6.2 Describe the actions to be taken when the results are outside the normal range			
6.3 Communicate test results in accordance with agreed ways of working			
6.4 Describe why it is important to understand the implications the test results may have on the individual			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 37: Understand Mental Health Problems

Component Reference Number: Y/615/7823

Level: 3

Credit: 3

GL: 16

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the types of mental ill health</b>			
1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> <li>• mood disorders,</li> <li>• personality disorders,</li> <li>• anxiety disorders,</li> <li>• psychotic disorders,</li> <li>• substance-related disorders,</li> <li>• eating disorders,</li> <li>• cognitive disorders</li> </ul>			
1.2 Explain the key strengths and limitations of the psychiatric classification system			
1.3 Explain alternative frameworks for understanding mental distress			
1.4 Explain indicators of mental ill health			
<b>2 Understand the impact of mental ill health on individuals and others in their social network</b>			
2.1 Explain how <b>individuals</b> experience discrimination			
2.2 Explain the <b>effects</b> mental ill health may have on an individual			
2.3 Explain the effects mental ill health may have on those in the individual's			

familial, social or work network			
2.4 Explain how to intervene to promote an individual's mental health and well-being			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 38: Prepare Individuals for Healthcare Activities

Component Reference Number: K/615/7826

Level: 2  
 Credit: 2  
 GL: 9

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities</b>			
1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an <b>individual</b> for healthcare activities			
1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities			
<b>2 Be able to prepare individuals for healthcare activities</b>			
2.1 Greet the individual, introduce yourself and own role			
2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain <b>valid consent</b>			
2.3 Maintain the individual's privacy and dignity at all times			
2.4 Apply standard precautions for infection prevention and control			
2.5 Confirm that the individual has complied with any pre-procedural instruction			

2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences			
2.7 Respond to any questions the individual may have, referring to others when required			
2.8 Prepare the individual for the healthcare activity in accordance to the requirements of the activity			
2.9 Explain how to respond to any issue or emergency situation that arises			
<b>3 Be able to record and report healthcare activities</b>			
3.1 Record information in line with national and local policy and protocol			
3.2 Describe how to report any issues that arise to the relevant person			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 39: Assist the Practitioner to Carry Out Health Care Activities

Component Reference Number: M/615/7830

Level: 2

Credit: 2

GL: 13

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities</b>			
1.1 Summarise own roles, responsibilities and accountability with regard to: <ul style="list-style-type: none"> <li>• current legislation</li> <li>• national guidelines</li> <li>• policies, protocols and good practice guidelines</li> </ul>			
<b>2 Be able to assist the practitioner in carrying out health care activities</b>			
2.1 Identify the information needed by the practitioner: <ul style="list-style-type: none"> <li>• prior to carrying out <b>health care activities</b></li> <li>• during health care activities</li> </ul>			
2.2 Confirm the identity of the <b>individual</b>			
2.3 Confirm <b>valid consent</b> has been obtained			
2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice			
2.5 Communicate information to other team members while maintaining confidentiality			
2.6 Explain how to seek guidance and refer on to the appropriate person if any			

adverse events occur in line with organisational requirements			
2.7 Collaborate during activities that require team work			
2.8 Record information as directed by the practitioner in line with national and local policy			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 40: Support Effective Communication with individuals with a Sensory Loss

Component Reference Number: J/616/7599

Level: 2

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand different methods that can support communication with individuals with sensory loss</b>			
1.1 Identify different methods of communication that may be used with individuals with <b>sensory loss</b> that utilise hearing, vision and touch			
1.2 Describe how different methods enable communication with individuals with sensory loss			
1.3 Explain where additional information and support can be accessed in relation to communication with individuals with sensory loss			
<b>2 Be able to use different methods of communication with individuals with sensory loss</b>			
2.1 Explain how the use of different methods of communication used by individuals has been agreed			
2.2 Use agreed methods of communication with individuals			
2.3 Adjustment communication with individuals where there is difficulty in understanding			
2.4 Provide feedback to <b>others</b> on the effectiveness of methods of communication			

**3 Know how the environment impacts on communication with individuals with sensory loss**

3.1 Identify environmental factors that can promote communication with individuals with sensory loss			
3.2 Identify environmental factors that can hinder communication with individuals with sensory loss			

**4 Be able to utilise the environment for effective communication with individuals with sensory loss**

4.1 Set up the environment to promote effective communication with individuals with sensory loss			
4.2 Reflect on how well the environment has facilitated effective communication with individuals with sensory loss			
4.3 Suggest ways that the environment can be adapted to promote communication with individuals with sensory loss			

**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 41: Understand the Context of Supporting Individuals with Learning Disabilities

Component Reference Number: F/615/9033

Level: 3  
Credit: 4  
GL: 35

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities</b>			
1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities			
1.2 Explain how legislation and policies influence the day to day experiences of <b>individuals</b> with learning disabilities and their families			
<b>2 Understand the nature, causes and characteristics of learning disability</b>			
2.1 Explain what is meant by 'learning disability'			
2.2 Describe causes of learning disabilities			
2.3 Describe the medical and social models of disability			
2.4 Evaluate the potential impact on the family of an individual with a learning disability			
<b>3 Understand the historical context of learning disability</b>			
3.1 Explain types of services provided for individuals with learning disabilities over time			
3.2 Evaluate how past ways			

of working may affect present services			
3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> <li>• where the individual lives</li> <li>• daytime activities</li> <li>• employment</li> <li>• sexual relationships and parenthood</li> <li>• the provision of healthcare</li> </ul>			
<b>4 Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</b>			
4.1 Explain the meaning of the term 'social inclusion'			
4.2 Explain the meaning of the term 'advocacy'			
4.3 Describe different types of advocacy			
4.4 Analyse strategies to promote empowerment and <b>active participation</b>			
<b>5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</b>			
5.1 Explain impacts of views and attitudes of others on individuals with a learning disability			
5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers			
5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice			
<b>6 Understand how to promote communication with individuals with learning disabilities</b>			
6.1 Explain how to meet the communication needs of			

individuals with learning disabilities			
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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 42: Principles of Positive Risk Taking for Individuals with Disabilities

Component Reference Number: M/616/7600

Level: 2

Credit: 2

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know the importance of risk taking in everyday life for individuals with disabilities</b>			
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: <ul style="list-style-type: none"> <li>• gain in self-confidence</li> <li>• develop skills</li> <li>• take an active part in their community</li> </ul>			
<b>2 Understand the importance of positive, person-centred risk assessment</b>			
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 had a negative focus			
<b>3 Know how legislation and policies are relevant to positive risk taking</b>			
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			
<b>4 Understand how to support individuals with disabilities in decisions about risk-taking</b>			
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 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			
<b>5 Understand how to support individuals with disabilities to manage identified risks</b>			
5.1 Explain the importance of including risks in an individual's support plan			
5.2 Explain why it is important to review risks in an individual's support plan			
5.3 Outline why it is important to communicate and work in a consistent way with all those supporting an individual			
5.4 Describe ways of supporting individuals with disabilities to test out the risk they wish to take			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 43: Provide Support to Manage Pain and Discomfort

Component Reference Number: D/615/7838

Level: 2  
Credit: 2  
GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand approaches to managing pain and discomfort</b>			
1.1 Explain the importance of a holistic approach to managing pain and discomfort			
1.2 Describe different approaches to alleviate pain and minimise discomfort			
1.3 Outline <b>agreed ways of working</b> that relate to managing pain and discomfort			
<b>2 Be able to assist in minimising individuals' pain or discomfort</b>			
2.1 Describe how pain and discomfort may affect an <b>individual's</b> well-being and communication			
2.2 Encourage an individual and their carers to express feelings of discomfort or pain			
2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this			
2.4 Explain how to evaluate pain levels using <b>assessment tools</b> in own area of work			
2.5 Encourage an individual and their carers to use self-help methods of pain			

control			
2.6 Assist an individual to be positioned safely and comfortably			
2.7 Carry out agreed measures to alleviate pain and discomfort			
<b>3 Be able to monitor, record and report on the management of individuals' pain or discomfort</b>			
3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort			
3.2 Complete records in line with agreed ways of working			
3.3 Report findings and concerns as required			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 44: Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach

Component Reference Number: T/616/7601

Level: 3

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the common medications available to, and appropriate for, individuals with dementia</b>			
1.1 Outline the most common medications used to treat symptoms of dementia			
1.2 Describe how commonly used medications affect individuals with dementia			
1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia			
1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication			
1.5 Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain			
<b>2 Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication</b>			
2.1 Describe person-centred ways of <b>administering</b> medicines whilst adhering to administration instructions			
2.2 Explain the importance of advocating for an individual with dementia			

who may be prescribed medication			
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**Learner declaration of authenticity:**  
 I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 45: Introduction to Personalisation in Social Care

Component Reference Number: A/616/7602

Level: 3

Credit: 3

GL: 22

		Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>				
<b>1 Understand the meaning of personalisation in social care</b>				
1.1 Define the term 'personalisation' as it applies in social care				
1.2 Explain how personalisation can benefit individuals				
1.3 Explain the relationship between rights, choice and personalisation				
1.4 Identify legislation and other national policy documents that promote personalisation				
<b>2 Understand systems that support personalisation</b>				
2.1 List local and national systems that are designed to support personalisation				
2.2 Describe the impact that personalisation has on the process of commissioning social care				
2.3 Explain how direct payments and individual budgets support personalisation				
<b>3 Understand how personalisation affects the way support is provided</b>				

3.1 Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation				
3.2 Describe how personalisation affects the balance of power between <b>individuals</b> and those providing support				
3.3 Give examples of how personalisation may affect the way an individual is supported from day to day				
<b>4 Understand how to implement personalisation</b>				
4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation				
4.2 Identify potential barriers to personalisation				
4.3 Describe ways to overcome barriers to personalisation in day to day work				
4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service				

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 46: Support Individuals to Maintain Personal Hygiene

Component Reference Number: F/616/7603

Level: 2  
 Credit: 2  
 GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of good personal hygiene</b>			
1.1 Explain why personal hygiene is important			
1.2 Describe the effects of poor personal hygiene on health and well-being			
<b>2 Be able to support individuals to maintain personal hygiene</b>			
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			
<b>3 Understand when poor hygiene may be an indicator of other underlying personal issues</b>			
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			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 47: Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings

Component Reference Number: M/615/7858

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting</b>			
1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings			
1.2 Explain standard precautions for infection prevention and control which affect own practice in <ul style="list-style-type: none"> <li>• preparing for work</li> <li>• dressing for work</li> </ul>			
1.3 Explain how and when to cleanse own hands in line with local policy and protocol			
1.4 Explain the importance of maintaining a professional appearance and presentation			
1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting			
<b>2 Be able to select and use personal protective equipment (PPE) in a healthcare setting</b>			
2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken			

2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken			
2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens			
2.4 Remove and dispose of PPE in line with local policy and protocol			
2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation			
2.6 Describe the importance of promptly reporting reduction in stocks of PPE			
2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 48: Monitor and Maintain the Environment and Resources During and After Health Care Activities

Component Reference Number: R/615/7867

Level: 2

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know the procedures for monitoring and maintaining the environment and resources</b>			
1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability			
1.2 Identify the procedures relating to monitoring the environment during specific <b>health care activities</b> in own work practice			
1.3 Identify the <b>resources</b> needed during specific health care activities in own work practice			
1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice			
1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled			
<b>2 Be able to operate equipment</b>			
2.1 Explain the importance of ensuring equipment is safe to use			
2.2 Apply standard precautions for infection			

control when handling equipment			
2.3 Implement health and safety measures when handling equipment			
2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice			
<b>3 Be able to monitor and maintain the environment and resources</b>			
3.1 Maintain environmental conditions at the levels required by the activity			
3.2 Replenish and replace resources as required for the activity			
3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity			
3.4 Return unused and/or surplus resources to the correct storage location			
3.5 Store resources in line with local policy or protocol at the end of the activity			
3.6 Maintain monitoring records in line with national and local policies and protocols			
<b>4 Be able to clean resources in own work area</b>			
4.1 Maintain the levels of cleanliness required in own work area			
4.2 Clean fixed resources after use in line with national and local policies and protocols			
4.3 Clean reusable resources and make safe			

prior to storage			
4.4 Dispose of waste in line with national and local policy			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 49: Contribute to the Effectiveness of Teams

Component Reference Number: J/616/7604

Level: 2

Credit: 3

GL: 5

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of own role and how it contributes to the team performance</b>			
1.1 Describe the team's overall objectives and purpose			
1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes			
1.3 Identify other team members, their roles and responsibilities within the team			
1.4 Explain their activities and ideas to other members in the team			
<b>2 Be able to reflect on own performance</b>			
2.1 Use feedback or suggestions from others to enable them to improve own practice within the team			
2.2 Propose suggestions or ideas to benefit team members and improve team working			
2.3 Undertake development and learning to interact with the team more effectively			
<b>3 Be able to manage time and commitments effectively</b>			
3.1 Fulfil own commitments to other team members			

within agreed timescales and according to overall work priorities			
3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales			
<b>4 Be able to establish effective working relationships with all members of the team</b>			
4.1 Behave towards other team members in a way that supports the effective functioning of the team			
4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 50: Understand the Role of Communication and Interactions with Individuals who have Dementia

Component Reference Number: L/616/7605

Level: 3

Credit: 3

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand that individuals with dementia may communicate in different ways</b>			
1.1 Explain how individuals who have dementia may communicate through their behaviour			
1.2 Explain how carers and others may misinterpret communication			
1.3 Explain the importance of effective communication to an individual who has dementia			
1.4 Describe how different forms of dementia may affect the way an individual communicates			
<b>2 Understand the importance of positive interactions with individuals who have dementia</b>			
2.1 Give examples of positive interactions with individuals who have dementia			
2.2 Explain how positive interactions with individuals who have dementia can contribute to their well-being			
2.3 Explain the importance of involving individuals who have dementia in a range of activities			
2.4 Compare a reality orientation approach to			

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

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 51: Support Person-Centred Thinking and Planning

Component Reference Number: R/616/7606

Level: 2

Credit: 5

GL: 34

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the principles and practice of person-centred thinking, planning and reviews</b>			
1.1 Identify the beliefs and values on which person-centred thinking and planning is based			
1.2 Define: <ul style="list-style-type: none"> <li>• person-centred thinking</li> <li>• person-centred planning</li> <li>• person-centred reviews</li> </ul>			
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			
<b>2 Know the context within which person-centred thinking and planning takes place</b>			
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"> <li>• with individuals</li> <li>• in teams</li> </ul>			
<b>3 Understand own role in person-centred planning, thinking and reviews</b>			
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 challenges that may be faced in implementing person-centred thinking, planning and reviews in own work may be overcome			
<b>4 Be able to apply person-centred thinking in relation to own life</b>			
4.1 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			
<b>5 Be able to implement person-centred thinking and person-centred reviews</b>			
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 Respond 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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 52: The Principles of Infection Prevention and Control

Component Reference Number: T/615/7876

Level: 2

Credit: 3

GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand own and others roles and responsibilities in the prevention and control of infections</b>			
1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection			
1.2 Explain employers' responsibilities in relation to the prevention and control infection			
<b>2 Understand legislation and policies relating to prevention and control of infections</b>			
2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection			
2.2 Identify local and organisational policies relevant to the prevention and control of infection			
<b>3 Understand systems and procedures relating to the prevention and control of infections</b>			
3.1 Describe procedures and systems relevant to the prevention and control of infection			
3.2 Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation			
<b>4 Understand the importance of risk assessment in relation to the prevention and control of infections</b>			
4.1 Define the term risk			

4.2 Outline potential risks of infection within the workplace			
4.3 Describe the process of carrying out a risk assessment			
4.4 Explain the importance of carrying out a risk assessment			
<b>5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections</b>			
5.1 Demonstrate correct use of PPE			
5.2 Identify different types of PPE			
5.3 Explain the reasons for use of PPE			
5.4 State current relevant regulations and legislation relating to PPE			
5.5 Describe employees' responsibilities regarding the use of PPE			
5.6 Describe employers' responsibilities regarding the use of PPE			
5.7 Describe the correct practice in the application and removal of PPE			
5.8 Describe the correct procedure for disposal of used PPE			
<b>6 Understand the importance of good personal hygiene in the prevention and control of infections</b>			
6.1 Describe the key principles of good personal hygiene			
6.2 Demonstrate good hand washing technique			
6.3 Identify the correct sequence for hand washing			

6.4 Explain when and why hand washing should be carried out			
6.5 Describe the types of products that should be used for hand washing			
6.6 Describe correct procedures that relate to skincare			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 53: Support Individuals who are Distressed

Component Reference Number: F/615/7900

Level: 2

Credit: 3

GL: 21

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand causes and effects of distress on individuals</b>			
1.1 Identify causes of distress			
1.2 Describe signs that may indicate an <b>individual</b> is distressed			
1.3 Explain how distress may affect the way an individual communicates			
<b>2 Understand potential impacts on own well-being when supporting an individual who is distressed</b>			
2.1 Explain how supporting an individual who is distressed may impact on own well-being			
2.2 Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed			
<b>3 Be able to prepare to support individuals who are experiencing distress</b>			
3.1 Access information and advice in relation to supporting an individual who is distressed			
3.2 Recognise signs of distress that indicate the need for specialist intervention			
3.3 Describe how to access specialist intervention			
<b>4 Be able to support individuals who are experiencing distress</b>			

4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual			
4.2 Work in ways to alleviate immediate distress			
4.3 Respond to the individual's reactions			
4.4 Involve <b>others</b> when supporting an individual who is distressed			
<b>5 Be able to support individuals to manage distress</b>			
5.1 Encourage the individual to express thoughts and feelings			
5.2 Work with the individual and others to identify triggers for distress			
5.3 Work with an individual and others to manage triggers or alleviate causes of distress			
5.4 Encourage the individual to review ways of coping with distress			
<b>6 Be able to record and report on an individual's distress</b>			
6.1 Maintain records relating to the individual's distress and the support provided			
6.2 Report on periods of distress in line with agreed ways of working			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.



## Component 54: Support Individuals Undergoing Healthcare Activities

Component Reference Number: J/615/7901

Level: 2

Credit: 3

GL: 22

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand healthcare activities in order to support individuals</b>			
1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting individuals undergoing healthcare activities			
1.2 Describe anatomy and physiology in relation to the healthcare activity			
1.3 Explain the purposes and use of medical equipment and devices required for the procedure			
1.4 Explain the roles and responsibilities of team members			
1.5 State protection/precautionary measures: <ul style="list-style-type: none"> <li>• for the procedure being carried out</li> <li>• how they should be applied</li> <li>• the implications and consequences of not applying these measures</li> </ul>			
1.6 Explain how to manage the privacy and dignity of an <b>individual</b> in both conscious and unconscious states			

1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity			
<b>2 Be able to prepare individuals to undergo healthcare activities</b>			
2.1 Introduce self and confirm the individual's identity			
2.2 Explain the procedure to the individual and <b>relevant others</b>			
2.3 Confirm that <b>valid consent</b> has been obtained			
2.4 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities			
2.5 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities			
2.6 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and <b>preferences</b>			
2.7 Refer any concerns or questions to others if unable to answer			
2.8 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times			
<b>3 Be able to support individuals undergoing healthcare activities</b>			
3.1 Inform and reassure individuals			
3.2 Apply standard			

precautions for infection prevention and control			
3.3 Apply health and safety measures relevant to the healthcare activity and environment			
3.4 Recognise any ill effects or adverse reactions			
3.5 Take actions in response to any ill effects or adverse reactions			
3.6 Ensure that an individual's privacy and dignity are maintained at all times			
<b>4 Be able to support individuals following the healthcare activities</b>			
4.1 Provide the individual with the facilities and support for the period of recovery			
4.2 Monitor an individual and recognise signs of ill effects or adverse reactions			
4.3 Take action in response to any ill effects or adverse reactions			
4.4 Give individuals and relevant others instructions and advice, within scope of own role			
4.5 Explain how to confirm any requirements for transport and escorts and make the necessary arrangements			
4.6 Make records appropriate to the role			
4.7 Maintain confidentiality of information in accordance with guidelines and procedures			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 55: Support Positive Risk Taking for Individuals

Component Reference Number: H/615/8733

Level: 3  
 Credit: 4  
 GL: 32

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of risk-taking in everyday life</b>			
1.1 Explain ways in which risk is an important part of everyday life			
1.2 Explain why <b>individuals</b> may have been discouraged or prevented from taking risks			
1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion			
<b>2 Understand the importance of a positive, person-centred approach to risk-assessment</b>			
2.1 Explain the process of developing a positive, <b>person-centred approach</b> to risk-assessment			
2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk-assessment			
2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach			
2.4 Identify the consequences for <b>individuals</b> of a service-focused approach to risk assessment			

<b>3 Understand the framework which underpins an individual's right to make decisions and take risks</b>			
3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own life			
3.2 Describe how a human rights based approach supports an individual to make decisions and take risks			
<b>4 Be able to support individuals to make decisions about risks</b>			
4.1 Support individuals to recognise potential risk in different areas of their lives			
4.2 Support individuals to balance choices with their own and others' health, safety and well-being			
4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks			
4.4 Record all discussions and decisions made when supporting the individual to take risks			
<b>5 Be able to support individuals to take risks</b>			
5.1 Complete a risk-assessment with an individual following agreed ways of working			
5.2 Communicate the content of the risk-assessment to <b>relevant others</b>			
5.3 Support the individual to take the risk for which the assessment has been			

completed			
5.4 Review and revise the risk-assessment with the individual			
5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's			
<b>6 Understand duty of care in relation to supporting positive risk-taking</b>			
6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks			
6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 56: Purpose and Principles of Independent Advocacy

Component Reference Number: Y/616/7607

Level: 3

Credit: 4

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand Independent Advocacy</b>			
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 Explain 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			
<b>2 Understand the principles and values underpinning Independent Advocacy</b>			
2.1 Explain the key principles underpinning Independent Advocacy			
2.2 Explain why the key principles are important			
<b>3 Understand the development of Advocacy</b>			
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			
<b>4 Understand the different types of Advocacy support and their purpose</b>			
4.1 Explain the purpose of different Advocacy models			
4.2 Identify the commonalities and differences in a range of Advocacy models			
<b>5 Understand the roles and responsibilities of an Independent Advocate</b>			
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			
<b>6 Understand Advocacy standards</b>			
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			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.



## Component 57: Introductory Awareness of Autistic Spectrum Conditions

Component Reference Number: D/616/7608

Level: 2  
 Credit: 2  
 GL: 17

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties</b>			
1.1 Describe the types of difficulty that <b>individuals</b> with an autistic spectrum condition may have with language and other ways of communicating with <b>others</b>			
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			
<b>2 Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals</b>			
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			
<b>3 Understand the behaviours exhibited by some individuals with an autistic spectrum condition</b>			
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			
<b>4 Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition</b>			
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			
<b>5 Understand how to communicate effectively with individuals on the autistic spectrum</b>			
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 with an autistic spectrum condition			
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 with an autistic spectrum condition			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 58: Support Individuals to Eat and Drink

Component Reference Number: L/615/7902

Level: 2  
 Credit: 2  
 GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Be able to support individuals to make choices about food and drink</b>			
1.1 Establish the individual's dietary requirements			
1.2 Establish with the individual and <b>key people</b> the food and drink the individual wishes to consume			
1.3 Encourage the individual to select suitable options for food and drink			
1.4 Describe ways to resolve any concerns about the choice of food and drink			
1.5 Describe how and when to seek guidance about an individual's choice of food and drink			
<b>2 Be able to prepare to provide support for eating and drinking</b>			
2.1 Identify support an individual requires when eating and drinking			
2.2 Apply standard precautions for infection control			
2.3 Support the individual to prepare to eat and drink			
2.4 Provide suitable utensils to assist the individual to eat and drink			
<b>3 Be able to provide support for eating and drinking</b>			

3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking			
3.2 Support the individual to consume manageable amounts of food and drink at their own pace			
3.3 Encourage the individual to eat and drink			
3.4 Support the individual to clean themselves if food or drink is spilt			
3.5 Respond to an individual's feedback or observed reactions while eating and drinking			
<b>4 Be able to clear away after eating and drinking</b>			
4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away			
4.2 Confirm that the individual has finished eating and drinking			
4.3 Clear away used crockery and utensils in a way that promotes <b>active participation</b>			
4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking			
4.5 Store or dispose any left-over food and drink			
<b>5 Be able to monitor eating and drinking and the support provided</b>			
5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter			

<p>5.2 Monitor, record and report:</p> <ul style="list-style-type: none"> <li>• the food and drink the individual consumes</li> <li>• any issues or concerns in relation to the individual and their eating and drinking</li> </ul>			
<p>5.3 Report support provided for eating and drinking</p>			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 59: Contribute to Monitoring the Health of Individuals Affected by Health Conditions

Component Reference Number: R/615/7903

Level: 2

Credit: 2

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand monitoring of the health of individuals affected by health conditions</b>			
1.1 Explain the importance of monitoring the <b>health of individuals</b> affected by a health condition			
1.2 Describe ways in which the health of individuals can be monitored			
<b>2 Be able to carry out observations of the health of individuals affected by health conditions</b>			
2.1 Identify what <b>observations</b> have been agreed to monitor the health condition of an individual			
2.2 Carry out required observations in ways that: <ul style="list-style-type: none"> <li>• respect the individual's dignity and privacy</li> <li>• reassure the individual and minimise any fears or concerns</li> </ul>			
<b>3 Be able to record and report on observations</b>			
3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being			
3.2 Record required indicators of an individual's condition			

3.3 Report changes in the individual's condition			
3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required			
<b>4 Be able to respond to changes in an individual's condition</b>			
4.1 Take immediate action when changes in an individual's health cause concern			
4.2 Work with <b>others</b> to review information about changes in an individual's health			
4.3 Clarify own understanding about changes to requirements for monitoring			
4.4 Implement required changes to monitoring processes			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 60: Cleaning, Decontamination and Waste Management

Component Reference Number: Y/615/7904

Level: 2  
 Credit: 2  
 GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how to maintain a clean environment</b>			
1.1 State the general principles for environmental cleaning			
1.2 Explain the purpose of cleaning schedules			
1.3 Describe how the correct management of the environment minimises the spread of infection			
1.4 Explain the reason for the national policy for colour coding of cleaning equipment			
<b>2 Understand the principles and steps of the decontamination process</b>			
2.1 Describe the three steps of the decontamination process			
2.2 Describe how and when cleaning agents are used			
2.3 Describe how and when disinfecting agents are used			
2.4 Explain the role of personal protective equipment (PPE) during the decontamination process			
2.5 Explain the concept of risk in dealing with specific types of contamination			
2.6 Explain how the level of risk determines the type of agent that may be used to			

decontaminate			
2.7 Describe how equipment should be cleaned and stored			
<b>3 Understand the importance of good waste management practice</b>			
3.1 Identify the different categories of waste and the associated risks			
3.2 Explain how to dispose of the different types of waste safely and without risk to others			
3.3 Explain how waste should be stored prior to collection			
3.4 Identify the legal responsibilities in relation to waste management			
3.5 State how to reduce the risk of sharps injury			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 61: Principles of Health Promotion

Component Reference Number: D/615/7905

Level: 2

Credit: 2

GL: 13

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Describe factors that influence health</b>			
1.1 Define concepts of health and health promotion			
1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health			
1.3 Explore national health policies and local initiatives			
<b>2 Explore behaviour change</b>			
2.1 Outline theories of behaviour change			
2.2 Discuss factors that influence behaviour change			
2.3 Investigate barriers to change			
<b>3 State the role of effective communication in health promotion</b>			
3.1 Identify appropriate and inappropriate methods of communication			
3.2 Outline the range of health promotion communication methods			
3.3 Discuss the effectiveness of health promotion materials			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 62: Promotion of General Health and Well-Being

Component Reference Number: H/615/7906

Level: 2

Credit: 2

GL: 12

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Describe methods of health promotion planning</b>			
1.1 Outline the stages of a health promotion project			
1.2 Distinguish between aims and objectives			
1.3 Explain the importance of needs assessments			
<b>2 Identify opportunities for the practical application of health promotion</b>			
2.1 Recognise appropriate applications of own health promotion knowledge			
2.2 Identify opportunities for health promotion within own workplace			
2.3 Outline strategies for health promotion opportunities			
<b>3 Outline the scientific basis of health promotion</b>			
3.1 Describe the evidence available for the cause(s) of one body system-related disease			
3.2 Identify the effect of this disease on general health and well-being			
3.3 Review current methods of disease prevention			
3.4 State appropriate health promotion messages			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 63: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure

Component Reference Number: H/616/7609

Level: 2

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Be able to identify agreed ways to gain entry to and leave individuals' homes</b>			
1.1 Access information about general requirements for entering and leaving <b>individuals' homes</b>			
1.2 Identify special <b>requirements</b> and individual preferences for entering and leaving an individual's home			
<b>2 Be able to gain entry to individuals' homes</b>			
2.1 Inform the individual and <b>others</b> about a planned visit			
2.2 Identify self on arrival by agreed means			
2.3 Gain entry to the individual's home in agreed ways			
<b>3 Be able to take appropriate action when unable to gain entry to individuals' homes</b>			
3.1 Identify possible <b>reasons</b> for being unable to gain entry, using <b>agreed ways of working</b>			
3.2 Agree with others what steps to take if entry cannot be gained after further efforts			
3.3 Record and report on actions taken when unable to access an individual's			

home			
3.4 Explain why it is important to record and report on difficulties with access			
<b>4 Be able to deal with emergencies encountered after gaining entry</b>			
4.1 Describe <b>emergencies</b> that may be encountered when gaining entry to an individual's home			
4.2 Deal with an emergency encountered after gaining entry, using agreed ways of working			
4.3 Record and report on an emergency encountered after gaining entry, and how the emergency has been addressed			
<b>5 Be able to ensure security when leaving individuals' homes</b>			
5.1 Implement general and specific requirements about leaving an individual's home			
5.2 Check that an individual's home is secure when leaving the premises			
<b>6 Be able to review procedures for entering and leaving individuals' homes</b>			
6.1 Support the individual to give feedback on arrangements for entering and leaving their home			
6.2 Support the individual to understand any difficulties encountered in accessing and leaving their home, and risks that may arise			
6.3 Contribute to agreement with the individual and others on ways to overcome difficulties and improve arrangements			

6.4 Carry out agreed changes in arrangements for entering and leaving the individual's home			
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**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 64: Support Care Plan Activities

Component Reference Number: Y/616/7610

Level: 2

Credit: 2

GL: 13

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Be able to prepare to implement care plan activities</b>			
1.1 Identify sources of information about the individual and specific <b>care plan</b> activities			
1.2 Establish the <b>individual's</b> preferences about carrying out care plan activities			
1.3 Confirm with <b>others</b> own understanding of the support required for care plan activities			
<b>2 Be able to support care plan activities</b>			
2.1 Provide support for care plan activities in accordance with the care plan and with <b>agreed ways of working</b>			
2.2 Encourage the <b>active participation</b> of an individual in care plan activities			
2.3 Adapt actions to reflect the individual's needs or preferences during care plan activities			
<b>3 Be able to maintain records of care plan activities</b>			
3.1 Record information about implementation of care plan activities, in line with agreed ways of working			

3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised			
<b>4 Be able to contribute to reviewing activities in the care plan</b>			
4.1 Describe own role and roles of others in reviewing care plan activities			
4.2 Seek feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences			
4.3 Contribute to the review of how well specific care plan activities meet the individual's needs and preferences			
4.4 Contribute to the agreement on changes that may need to be made to the care plan			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 65: Provide Agreed Support for Foot Care

Component Reference Number: R/615/8758

Level: 2

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the signs and causes of foot and toe-nail abnormalities</b>			
1.1 Describe the effects of common medical conditions on the feet and toe-nails			
1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails			
<b>2 Be able to provide support for assessed foot care needs</b>			
2.1 Ascertain information about an <b>individual's</b> assessed foot care needs			
2.2 Ensure the setting for foot care meets the individual's <b>preferences</b> and maintains privacy			
2.3 Gain consent to provide treatment to the individual			
2.4 Prepare the equipment required for treatment			
2.5 Prepare the individual's feet for treatment, in a way that promotes <b>active participation</b>			
2.6 Describe how and when to access additional guidance about assessed foot care needs			
<b>3 Be able to promote the individual's engagement in their own foot care</b>			
3.1 Support the individual's understanding of any			

treatments, equipment or dressings to be used			
3.2 Invite feedback from the individual on how their foot care is carried out			
3.3 Explain why advice should not be given unless agreed with the podiatrist			
<b>4 Be able to provide foot care safely</b>			
4.1 Carry out agreed foot care treatments in accordance with instructions			
4.2 Operate equipment safely and in accordance with instructions			
4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks			
4.4 Dispose of waste products safely			
4.5 Provide follow up instructions to individual on completion of treatment			
<b>5 Be able to record and report on foot care</b>			
5.1 Record the condition of the individual's feet before treatment			
5.2 Record treatments carried out			
5.3 Explain how to record any adverse reactions or responses to treatments or dressings			
5.4 Report on foot care treatments, conditions and reactions in agreed ways			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 66: Contribute to the Care of a Deceased Person

Component Reference Number: K/615/7907

Level: 2

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Know the factors that affect how individuals are cared for after death</b>			
1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased <b>individuals</b>			
1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for			
1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals			
1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals			
1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions			
<b>2 Be able to contribute to supporting those who are close to deceased individuals</b>			
2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual			

<p>2.2 Support others immediately following the death of the individual in ways that:</p> <ul style="list-style-type: none"> <li>• reduce their distress</li> <li>• respect the deceased individual</li> </ul>			
<p><b>3 Be able to contribute to preparing deceased individuals prior to transfer</b></p>			
<p>3.1 Contact <b>key people</b> according to the deceased individual's personal beliefs, expressed wishes and <b>preferences</b></p>			
<p>3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death</p>			
<p>3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified</p>			
<p>3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture</p>			
<p>3.5 Apply standard precautions for infection control during preparation of the deceased individual</p>			
<p>3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements</p>			
<p><b>4 Be able to contribute to transferring deceased individuals</b></p>			
<p>4.1 Contact appropriate organisations</p>			
<p>4.2 Carry out agreed role in transferring the deceased individual</p>			

4.3 Record details of the care and transfer of the deceased individual			
<b>5 Be able to manage own feelings in relation to the death of individuals</b>			
5.1 Identify ways to manage own feelings in relation to an individual's death			
5.2 Access support systems to deal with own feelings in relation to an individual's death			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 67: Undertake Physiological Measurements

Component Reference Number: K/615/7910

Level: 3

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand relevant legislation, policy and good practice for undertaking physiological measurements</b>			
1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice			
<b>2 Understand the physiological states that can be measured</b>			
2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> <li>• blood pressure maintenance</li> <li>• differentiation between systolic and diastolic blood pressure</li> <li>• normal limits of blood pressure</li> <li>• conditions of high or low blood pressure</li> </ul>			
2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> <li>• body temperature maintenance</li> <li>• normal body temperature</li> <li>• pyrexia, hyperpyrexia and hypothermia</li> </ul>			
2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> <li>• normal respiratory rates</li> </ul>			

<ul style="list-style-type: none"> <li>• factors affecting respiratory rates in ill and well individuals</li> </ul>			
<p>2.4 Explain the principles of pulse rates to include:</p> <ul style="list-style-type: none"> <li>• normal pulse rates limits</li> <li>• factors affecting pulse rates – raising or lowering</li> <li>• pulse sites on the body</li> <li>• the requirement for pulse oximetry measurements</li> <li>• analysis and implication of pulse oximetry findings</li> </ul>			
<p>2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control</p>			
<p>2.6 Explain the major factors that influence changes in physiological measurements</p>			
<p>2.7 Explain the importance of undertaking physiological measurements</p>			
<p>2.8 Explain how <b>physiological measurements may need to be adapted for the individual</b></p>			
<p><b>3 Be able to prepare to take physiological measurements</b></p>			
<p>3.1 Explain to the <b>individual</b> what measurements will be undertaken and why these are done</p>			
<p>3.2 Reassure the individual during physiological measurements process</p>			
<p>3.3 Answer questions and deal with concerns during physiological measurements</p>			

process			
3.4 Explain the help individuals may need before taking their physiological measurements			
3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements			
3.6 Ensure all materials and equipment to be used are appropriately prepared			
3.7 Confirm the individual's identity and obtain <b>valid consent</b>			
<b>4 Be able to undertake physiological measurements</b>			
4.1 Apply standard precautions for infection prevention and control			
4.2 Apply health and safety measures relevant to the procedure and environment			
4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement			
4.4 Monitor the condition of the individual throughout the measurement			
4.5 Respond to any significant changes in the individual's condition			
4.6 Follow the agreed process when unable to obtain or read a physiological measurement			
4.7 Identify any issues outside own responsibility and refer these to other colleagues			

**5 Be able to record and report results of physiological measurements**

5.1 Explain the necessity for recording physiological measurements			
5.2 Explain a few common conditions which require recording of physiological measurements			
5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels			
5.4 Record physiological measurements taken accurately using the correct documentation			

**Learner declaration of authenticity:**

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Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 68: Support Individuals with Specific Communication Needs

Component Reference Number: H/615/8778

Level: 3  
 Credit: 5  
 GL: 35

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand an individual's specific communication needs</b>			
1.1 Explain the importance of meeting an <b>individual's</b> communication needs			
1.2 Explain how and when to access information and support in relation to <b>communication needs</b>			
1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs			
1.4 Identify a range of communication methods and aids to support individuals to communicate			
1.5 Analyse features of the environment that impact on communication			
1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system			
1.7 Describe the potential effects on an individual of having unmet communication needs			
<b>2 Understand how to support the use of communication technology and aids</b>			
2.1 Identify specialist services relating to communication technology			

and aids			
2.2 Describe types of support that an individual may need in order to use communication technology and aids			
2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly			
<b>3 Be able to contribute to identifying and addressing specific communication needs of individuals</b>			
3.1 Work in partnership with the individual and others to identify the individual's communication needs			
3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs			
<b>4 Be able to interact with individuals using their preferred communication method</b>			
4.1 Prepare the environment to facilitate communication			
4.2 Use agreed methods of communication to interact with the individual			
4.3 Monitor the individual's responses during and after the interaction			
4.4 Adapt own practice to improve communication with the individual			
<b>5 Be able to promote communication between individuals and others</b>			
5.1 Support the individual to develop communication methods			
5.2 Provide opportunities for the individual to communicate with others			
5.3 Support others to be			

understood by the individual			
5.4 Support others to understand the individual			
<b>6 Be able to review an individual's communication needs and the support provided</b>			
6.1 Collate information in relation to an individual's communication and the support provided			
6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided			
6.3 Work with others to support the continued development of communication			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 69: Support independence in the Tasks of Daily Living

Component Reference Number: K/615/8779

Level: 2  
 Credit: 5  
 GL: 37

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand principles for supporting independence in the tasks of daily living</b>			
1.1 Explain how <b>individuals</b> can benefit from being as independent as possible in the tasks of daily living			
1.2 Explain how <b>active participation</b> 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			
<b>2 Be able to establish what support is required for daily living tasks</b>			
2.1 Access information about support for daily living tasks, using an individual's <b>care plan</b> and agreed ways of working			
2.2 Clarify with the individual and <b>others</b> , 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			
<b>3 Be able to provide support for planning and preparing meals</b>			
3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences			
3.2 Support the individual to store food safely			
3.3 Support the individual to prepare food in a way that promotes active participation and safety			
<b>4 Be able to provide support for buying and using household and personal items</b>			
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			
<b>5 Be able to provide support for keeping the home clean and secure</b>			
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			
<b>6 Be able to identify and respond to changes needed in support for daily living tasks</b>			
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			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 70: Undertake Agreed Pressure Area Care

Component Reference Number: T/615/7912

Level: 2

Credit: 4

GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the anatomy and physiology of the skin in relation to pressure area care</b>			
1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores			
1.2 Identify pressure sites of the body			
1.3 Identify factors which might put an <b>individual</b> at risk of skin breakdown and pressure sores			
1.4 Describe how incorrect handling and moving techniques can damage the skin			
1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores			
1.6 Describe changes to an individual's skin condition that should be reported			
<b>2 Understand good practice in relation to own role when undertaking pressure area care</b>			
2.1 Identify legislation and national guidelines affecting pressure area care			
2.2 Describe agreed ways of working relating to pressure area care			
2.3 Describe why team			

working is important in relation to providing pressure area care			
<b>3 Be able to follow the agreed care plan</b>			
3.1 Describe why it is important to follow the agreed care plan			
3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care			
3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care			
3.4 Describe actions to take where any concerns with the agreed care plan are noted			
3.5 Identify the pressure area risk assessment tools which are used in own work area			
3.6 Explain why it is important to use risk assessment tools			
<b>4 Understand the use of materials, equipment and resources are available when undertaking pressure area care</b>			
4.1 Identify a range of aids or equipment used to relieve pressure			
4.2 Describe safe use of aids and equipment			
4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment</li> <li>• resources</li> </ul>			
<b>5 Be able to prepare to undertake pressure area care</b>			
5.1 Prepare equipment and environment in accordance			

with health and safety guidelines			
5.2 Obtain <b>valid consent</b> for the pressure area care			
<b>6 Be able to undertake pressure area care</b>			
6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes <b>active participation</b></li> <li>• promotes partnership working</li> </ul>			
6.2 Apply standard precautions for infection prevention and control			
6.3 Carry out the pressure area care procedure without obstruction from bedding and clothing			
6.4 Move an individual using approved techniques and in accordance with the agreed care plan			
6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions			
6.6 Communicate effectively with the individual throughout the intervention			
6.7 Complete all records and documentation accurately and legibly			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 71: Obtain and Test Capillary Blood Samples

Component Reference Number: A/615/7913

Level: 3  
Credit: 4  
GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples</b>			
1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples			
<b>2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples</b>			
2.1 Describe the structure and purpose of capillary blood vessels			
2.2 Explain blood clotting processes and the factors that influence blood clotting			
<b>3 Be able to prepare to obtain capillary blood samples</b>			
3.1 Confirm the <b>individual's</b> identity and obtain <b>valid consent</b>			
3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's <b>preferences</b> and age			
3.3 Provide support and reassurance to address the individual's needs and concerns			
3.4 Communicate accurate information in a way that is sensitive to the individual's			

personal beliefs and preferences			
<b>4 Be able to obtain capillary blood samples</b>			
4.1 Apply health and safety measures relevant to the procedure and environment			
4.2 Apply standard precautions for infection prevention and control			
4.3 Describe the different reasons for obtaining capillary blood samples			
4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual			
4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures			
4.6 Obtain blood samples in the correct sequence when obtaining multiple samples			
4.7 Ensure stimulation of blood flow			
4.8 Select alternative sites where necessary			
4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site			
4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure			
4.11 Explain the correct process for labelling and other protocols in relation to blood samples			
4.12 Explain the actions to be taken if complications			

and problems occur during the collection of capillary blood samples, including contra-indications			
<b>5 Be able to test and record the results of blood samples</b>			
5.1 Test the sample using the approved method in line with organisational procedure			
5.2 Describe normal or expected results for particular tests			
5.3 Recognise and interpret normal, expected and abnormal results			
5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required			
5.5 Record results fully and accurately and forward according to local requirements			
<b>6 Be able to pass on the results of blood samples</b>			
6.1 Communicate the results of the tests and any further action required to the individual			
6.2 Respond to questions and concerns from individuals, providing accurate information			
6.3 Refer issues outside own responsibility to an appropriate staff member			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 72: Understand and Meet the Nutritional Requirements of Individuals with Dementia

Component Reference Number: D/616/7611

Level: 3  
Credit: 3  
GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the nutritional needs that are unique to individuals who have dementia</b>			
1.1 Describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition			
1.2 Explain how poor nutrition can contribute to an <b>individual's</b> experience of dementia			
1.3 Outline how other health and emotional conditions may affect the nutritional needs of an individual who has dementia			
1.4 Explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink			
1.5 Explain why it is important to include a variety of food and drink in the diet of an individual who has dementia			
<b>2 Understand the effect that mealtime environments can have on an individual who has dementia</b>			
2.1 Describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual who has			

dementia			
2.2 Describe how mealtime environments and food presentation can be designed to help an individual to eat and drink			
2.3 Describe how a <b>person-centred approach</b> can support an individual, with dementia at different levels of ability, to eat and drink			
<b>3 Be able to support an individual who has dementia to enjoy good nutrition</b>			
3.1 Explain how the knowledge of the life history of an individual with dementia has been used to provide a diet that meets his/her preferences			
3.2 Plan <b>meal times</b> for an individual with dementia to support his/her ability to eat and drink			
3.3 Explain how the specific eating and drinking abilities and needs of an individual with dementia have been addressed			
3.4 Explain how a person-centred approach to meeting nutritional requirements has improved the <b>well-being</b> of an individual with dementia			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

**Component 73: Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia**

Component Reference Number: H/616/7612

Level: 2  
Credit: 2  
GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the factors that can influence communication and interaction with individuals who have dementia</b>			
1.1 Explain how dementia may influence an individual's ability to communicate and interact			
1.2 Identify other factors that may influence an individual's ability to communicate and interact			
1.3 Outline how memory impairment may affect the ability of an individual with dementia to use verbal language			
<b>2 Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia</b>			
2.1 Explain how to identify the communication strengths and abilities of an individual with dementia			
2.2 Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia			
2.3 Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and			

uniqueness			
<b>3 Understand the factors which can affect interactions with individuals who have dementia</b>			
3.1 Explain how understanding an individual's biography / history can facilitate positive interactions			
3.2 List different techniques that can be used to facilitate positive interactions with an individual who has dementia			
3.3 Explain how involving others may enhance interaction with an individual who has dementia			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 74: Meet Food Safety Requirements when Providing Food and Drink for Individuals

Component Reference Number: K/616/7613

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of food safety measures when providing food and drink for individuals</b>			
1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink			
1.2 Explain the importance of implementing food safety measures when providing food and drink for <b>individuals</b>			
1.3 Explain why personal protective clothing should be used when handling food and drink			
1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task			
1.5 Explain the importance of clearing and disposing of food waste promptly and safely			
1.6 Explain the importance of storing different types of food and drink safely			
<b>2 Be able to maintain hygiene when handling food and drink</b>			
2.1 Explain when hands must be washed to maintain food hygiene			

2.2 Demonstrate effective hand-washing for handling food and drink			
2.3 Use personal protective clothing to maintain hygiene when handling food and drink			
2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task			
<b>3 Be able to meet safety requirements when preparing and serving food and drink for individuals</b>			
3.1 Describe practices to control hazards when preparing and serving food and drink			
3.2 Prepare food and drink in ways that minimise risks to own safety and that of others			
3.3 Serve food and drink in ways that minimise risks to own safety and that of others			
<b>4 Be able to meet safety requirements when clearing away food and drink</b>			
4.1 Clear away food and drink in ways that minimise risks to own safety and that of others			
4.2 Dispose of food waste promptly and safely			
4.3 Clean utensils and equipment effectively after use			
4.4 Store utensils and equipment safely			
<b>5 Be able to store food and drink safely</b>			
5.1 Describe practices to control food safety hazards when storing different types of food and drink			

5.2 Store different types of food and drink safely			
<b>6 Know how to access additional advice or support about food safety</b>			
6.1 Identify sources of information about food safety			
6.2 Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 75: Support Individuals at the End of Life

Component Reference Number: D/615/8780

Level: 3  
Credit: 6  
GL: 50

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the aims and principles of end of life care</b>			
1.1 Explain the aims and principles of end of life care			
1.2 Analyse the impact of national and local drivers on current approaches to end of life care			
1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care			
1.4 Identify the <b>key people</b> and services who may be involved in delivery of end of life care			
1.5 Explain the concept of holistic care at the end of life			
1.6 Describe the triggers that suggest <b>individuals</b> are nearing the end of life			
<b>2 Understand factors affecting end of life care</b>			
2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death			
2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care			
2.3 Explain why support for an individual's health and <b>well-being</b> may not always relate to their terminal condition			
<b>3 Understand advance care planning in relation to end of life care</b>			

3.1 Describe the benefits to an individual of having as much control as possible over their end of life care			
3.2 Explain the purpose of advance care planning in relation to end of life care			
3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care			
3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role			
<b>4 Be able to provide support to individuals and key people during end of life care</b>			
4.1 Support the individual and key people to explore their thoughts and feelings about death and dying			
4.2 Provide support for the individual and key people that respects their beliefs, religion and culture			
4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period			
4.4 Provide information to the individual and/or key people about the individual's illness and the support available			
4.5 Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative/complementary therapies</li> </ul>			
4.6 Contribute to partnership working with key people to support the individual's well-being			
<b>5 Understand the role of organisations and support services available to individuals and key people in relation to end of life care</b>			
5.1 Explain why support for spiritual needs may be especially important at			

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

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 76: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion

Component Reference Number: M/616/7614

Level: 3

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the concept of diversity and its relevance to working with individuals who have dementia</b>			
1.1 Explain what is meant by the terms <ul style="list-style-type: none"> <li>• diversity</li> <li>• anti-discriminatory practice</li> <li>• anti-oppressive practice</li> </ul>			
1.2 Explain why it is important to recognise and respect an <b>individual's heritage</b>			
1.3 Explain why an individual with dementia may be subjected to discrimination and oppression			
1.4 Describe how discrimination and oppressive practice can be challenged			
<b>2 Understand that each individual's experience of dementia is unique</b>			
2.1 Explain why it is important to identify an individual's specific and unique needs			
2.2 Analyse the experience for an individual who has acquired dementia as an older person compared to the experience of an individual who has acquired dementia as a younger			

person			
2.3 Describe how the experience of an individual's dementia may impact carers			
2.4 Describe how the experience of dementia may be different for individuals <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• at the end of life</li> </ul>			
<b>3 Understand the importance of working in a person-centred way and how this links to inclusion</b>			
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 <b>others</b> understand the principles of person-centred care			
3.4 Identify ways of helping an individual with dementia maintain their identity			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.



## Component 77: Understand and Enable Interaction and Communication with Individuals who have Dementia

Component Reference Number: T/616/7615

Level: 3  
Credit: 4  
GL: 30

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the factors that can affect interactions and communication of individuals with dementia</b>			
1.1 Explain how different forms of dementia may affect the way an individual communicates			
1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia			
1.3 Describe how to support an individual with dementia who has a sensory impairment			
1.4 Describe the impact the behaviours of <b>carers</b> and <b>others</b> may have on an individual who has dementia			
<b>2 Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques</b>			
2.1 Use different communication techniques with an individual who has dementia			
2.2 Explain how observation of behaviour is an effective tool in interpreting the needs of an individual who has dementia			

2.3 Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others			
<b>3 Understand how to communicate positively with an individual who has dementia by valuing their individuality</b>			
3.1 Explain how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan			
3.2 Describe how the individual's preferred method/s of interacting can be used to reinforce their identity and uniqueness			
<b>4 Be able to use positive interaction approaches with individuals with dementia</b>			
4.1 Explain the difference between a <b>reality orientation</b> approach to interactions and a <b>validation approach</b>			
4.2 Interact positively with an individual who has dementia			
4.3 Use aspects of the physical environment to support positive interactions with an individual who has dementia			
4.4 Use aspects of the <b>social environment</b> to support positive interactions with an individual who has dementia			
4.5 Explain how reminiscence techniques can be used to facilitate a positive interaction with individuals who have			

dementia			
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**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 78: Provide Active Support

Component Reference Number: A/616/7616

Level: 2

Credit: 3

GL: 27

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand how active support translates values into person-centred practical action with an individual</b>			
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"> <li>• promoting independence</li> <li>• informed choice</li> <li>• valued life</li> </ul>			
1.3 Explain how use of active support can promote independence, informed choice and a valued life			
<b>2 Be able to interact positively with individuals to promote participation</b>			
2.1 Explain the 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			
<b>3 Be able to implement person-centred daily plans to promote participation</b>			
3.1 Provide opportunities for an individual to			

participate in activity throughout the day			
3.2 Use a structured person-centred approach 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			
<b>4 Be able to maintain person-centred records of participation</b>			
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			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 79: Support Individuals to Live at Home

Component Reference Number: K/615/8815

Level: 3  
 Credit: 4  
 GL: 29

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the principles of supporting individuals to live at home</b>			
1.1 Describe how being supported to live at home can benefit an individual			
1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home			
1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home			
1.4 Explain how risk management contributes to supporting individuals to live at home			
<b>2 Be able to contribute to planning support for living at home</b>			
2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home			
2.2 Identify with an individual their <b>needs</b> that may require additional support and their preferences for how the needs may be met			
2.3 Agree with the individual and <b>others</b> the risks that need to be			

managed in living at home and ways to address them			
<b>3 Be able to work with individuals to secure additional services and facilities to enable them to live at home</b>			
3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home			
3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks			
3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation			
3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities			
<b>4 Be able to work in partnership to introduce additional services for individuals living at home</b>			
4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home			
4.2 Introduce the individual to new resources, services, facilities or support groups			
4.3 Record and report on the outcomes of additional support measures in required ways			
<b>5 Be able to contribute to reviewing support for living at home</b>			

5.1 Work with the individual and others to agree methods and timescales for on-going review			
5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support			
5.3 Work with the individual and others to agree revisions to the support provided			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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## Component 80: Support Participation in Learning and Development Activities

Component Reference Number: F/616/7617

Level: 2

Credit: 3

GL: 23

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development</b>			
1.1 Identify reasons why <b>individuals</b> may take part in <b>activities for learning and development</b>			
1.2 Describe the benefits of different activities for learning and development			
1.3 Describe possible barriers to individuals engaging in learning and development activities			
1.4 Explain why <b>active participation</b> is important when supporting individuals in learning and development activities			
1.5 Explain how aspects of the environment may affect an individuals' ability to engage in a learning and development activity			
<b>2 Be able to support individuals to prepare for taking part in learning and development activities</b>			
2.1 Support an individual to make informed decisions about their participation in a learning and development activity			
2.2 Work with the individual and <b>others</b> to agree roles and responsibilities for supporting a learning and			

development activity			
2.3 Support the individual before a learning and development activity to minimise any barriers to their participation			
<b>3 Be able to contribute to preparing the environment and resources for learning and development activities</b>			
3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning and 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			
<b>4 Be able to support individuals to take part in learning and development activities</b>			
4.1 Describe different ways of supporting the individual to take part in learning and 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 and development activity			
<b>5 Be able to contribute to the evaluation of learning and development activities</b>			
5.1 Describe what factors should be considered when evaluating whether a learning and 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 and development activity			
5.4 Work with the individual and others to agree and make changes to a learning and development activity or the support provided			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 81: Equality, Diversity and Inclusion in Dementia Care Practice

Component Reference Number: J/616/7618

Level: 2

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of equality, diversity and inclusion when working with individuals who have dementia</b>			
1.1 Explain what is meant by the terms: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> </ul>			
1.2 Explain why an individual with dementia has unique needs and preferences			
1.3 Describe how an individual who has dementia may feel excluded			
1.4 Describe why it is important to include an individual who has dementia in all aspects of care practice			
1.5 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual who has dementia			
<b>2 Be able to apply a person-centred approach in the care and support of individuals with dementia</b>			
2.1 Explain how an individual with dementia has been valued, included and able to engage in daily life			

2.2 Explain how an individual's life history and culture can be taken into consideration to meet their needs			
2.3 Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences			
2.4 Show ways of helping carers and others take into consideration the unique needs and preferences of an individual who has dementia			
<b>3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met</b>			
3.1 Work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met			
3.2 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia			
3.3 Describe how to use a person-centred approach with an individual who has dementia and a learning disability			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off on completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.



## Component 82: Provide Support for Sleep

Component Reference Number: J/615/7915

Level: 2

Credit: 2

GL: 13

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand the importance of sleep</b>			
1.1 Explain how sleep contributes to an <b>individual's</b> well-being			
1.2 Identify reasons why an individual may find it hard to sleep			
1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well			
<b>2 Be able to establish conditions suitable for sleep</b>			
2.1 Describe conditions likely to be suitable for sleep			
2.2 Minimise aspects of the environment likely to make sleep difficult for an individual			
2.3 Adjust own behaviour to contribute to a restful environment			
2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep			
<b>3 Be able to assist an individual to sleep</b>			
3.1 Explain the importance of a holistic approach to assisting sleep			

3.2 Encourage the individual to communicate the support they need to sleep			
3.3 Assist the individual to find a position for sleep consistent with their plan of care			
3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow <b>agreed ways of working</b>			
<b>4 Be able to monitor sleep</b>			
4.1 Establish with the individual and others how sleep will be monitored			
4.2 Record agreed observations relating to the individual's sleep and the assistance given			
<b>5 Know how to access information and advice about difficulties with sleep</b>			
5.1 Describe situations in which additional information or assistance about sleep would be needed			
5.2 Explain how to access additional information and assistance			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off on completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Component 83: Examine the Feet of Individuals with Diabetes

Component Reference Number: L/615/8872

Level: 3

Credit: 3

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Understand good practice in diabetic foot care</b>			
1.1 Summarise national and local guidelines on diabetes healthcare			
1.2 Describe local referral pathways for foot health			
1.3 Explain how to gather information from the <b>individual</b> prior to conducting an examination			
1.4 Explain how to inform the individual/carer about the relationship between diabetes and foot health			
1.5 Explain how to work in partnership with individuals/carers			
<b>2 Understand the factors affecting foot health in individuals with diabetes</b>			
2.1 Explain the causes of diabetes			
2.2 Describe the signs and symptoms of diabetes			
2.3 Identify the risks of diabetes to foot health			
2.4 Explain the importance of footwear to foot health for individuals with diabetes			
2.5 Explain how to look after footwear and check for wear			

2.6 Explain the impact of nutrition, health and physical exercise on an individual with diabetes			
<b>3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes</b>			
3.1 Confirm the individual's identity and gain <b>valid consent</b> prior to beginning the examination			
3.2 Gather information about the individual's general health, including any relevant symptoms			
3.3 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes			
<b>4 Be able to conduct an examination on the feet of an individual with diabetes</b>			
4.1 Apply health and safety measures relevant to the procedure and environment			
4.2 Apply standard precautions for infection control			
4.3 Explain the foot examination process to the individual			
4.4 Select the equipment used to examine foot health			
4.5 Use tools to assess for peripheral sensory neuropathy			
4.6 Palpate pedal pulses to assess for peripheral vascular disease			
4.7 Check feet for gross deformities, trauma, current infection and ulcerations			
4.8 Examine the individual's footwear to assess suitability and risk status			

<b>5 Be able to advise individuals with diabetes about foot health</b>			
5.1 Assess factors which may limit an individual's ability to self-care			
5.2 Advise the individual/carer about how diabetes can affect foot health			
<b>6 Be able to report the outcome of foot examinations</b>			
6.1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified			
6.2 Pass on information about individual's care requirements to other team members in line with local policy and protocol			

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this component is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off on completed component:</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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Level 2 Diploma in Care  
Summary of Achievement

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
T/616/7579	Communication in Care Settings	3					
K/616/7580	Handle Information in Care Settings	1					
M/616/7581	Personal Development in Care Settings	3					
T/616/7582	Implement Person-Centred Approaches in Care Settings	5					
A/616/7583	Equality and Inclusion in Care Settings	2					
F/616/7584	Health, Safety and Well-Being in Care Settings	4					
A/615/7748	Responsibilities of a Care Worker	2					
J/616/7585	Duty of Care	1					
F/615/7718	Safeguarding and Protection in Care Settings	3					

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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Level 2 Diploma in Care  
 Summary of Achievement – Optional Units

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

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