



FAQ LEVEL 2 DIPLOMA IN
CARE

FULL SPECIFICATION

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

Qualification Reference: **L2DC**



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Version Control Information

Document details	
Document name	FAQ Level 2 Diploma in Care - Specification 603/2797/2
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L3DC_V2_25/10/2017
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L2DC_V3_24/07/2019	July 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com/>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 2 Diploma in Care**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

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Telford Way
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Tel: 01530 836662

E-mail: qualifications@futurequals.com

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Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The **FAQ Level 2 Diploma in Care** provides learners with the knowledge, understanding and skills required to work as an Adult Care Worker and a Healthcare Support Worker.

Adult Care Workers and Healthcare Support Workers need to have the right values, behaviours and skills to provide high quality compassionate care and support. Adult Care Workers are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives. This qualification is suitable for Adult Care Workers and Personal Assistants.

The Level 2 Diploma in Care is the mandatory qualification required for the Adult Care Worker Apprenticeship.

Healthcare support Workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals. They will carry out well-defined routine clinical duties like monitoring an individual's conditions, checking on their overall progress, comfort and well-being. They report to a registered healthcare practitioner who will directly or indirectly supervise their work.

The FAQ Level 2 Diploma in Care is the recommended qualification for the Healthcare Support Worker Apprenticeship.

This qualification sits on the Regulated Qualifications Framework (RQF) and is regulated by Ofqual. This qualification is only available in England. The size of the qualification is illustrated by the number of credits required to achieve the qualification.

The Total Qualification Time (TQT) for this qualification is: 460 hours

Guided Learning (GL) for this qualification is: 299 hours

Minimum credits required to achieve the qualification: 46

Suitable for age ranges: 16-18, 18+ 19+

Method of assessment:

- Portfolio of Evidence.
- Direct observation of learner by Assessor
- Professional discussion
- Learner's own work products
- Learner log/reflective diary
- Activity plan/planned activity
- Observation of children, young people or adults by the learner
- Recognition of prior learning
- Reflection on own practice in real work environment
- Written and pictorial information – Knowledge only

- Scenario or case study – knowledge only
- Oral questions and answers
- Expert Witness evidence* - when directed by the Sector Skills Council or other assessment strategy/principles.

* Expert Witness evidence should be used in accordance with the relevant assessment strategy/principles.

This method must be carried out with professional discretion, and only selected when observation is not appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence.

The circumstances that may allow for an expert witness testimony include:

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

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.economy-ni.gov.uk/>

or, contact your local funding office.

You should use the **Qualification Accreditation Number (QAN)** when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number

(Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The FAQ Level 2 Diploma in Care can support progression on to the FAQ Level 3 Diploma in Adult Care or the Level 3 Diploma in Healthcare.

2.4 Assessment Principles

The FAQ Level 2 Diploma in Care must be assessed according to the joint Skills for Care and Skills for Health Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 2 Diploma in Care, Learners must achieve a minimum of 46 credits to gain this qualification. Learners must achieve 24 credits from the mandatory components and a minimum of 22 credits from the optional components.

Guidance which details the optional components that can be completed by learners working as a Healthcare Support Worker, is included after the qualification structure table.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	T/616/7579	Communication in Care Settings	3	2
2	K/616/7580	Handle Information in Care Settings	1	2
3	M/616/7581	Personal Development in Care Settings	3	2
4	T/616/7582	Implement Person-Centred Approaches in Care Settings	5	2
5	A/616/7583	Equality and Inclusion in Care Settings	2	2
6	F/616/7584	Health, Safety and Well-Being in Care Settings	4	2
7	A/615/7748	Responsibilities of a Care Worker	2	2
8	J/616/7585	Duty of Care	1	2
9	F/615/7718	Safeguarding and Protection in Care Settings	3	2

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
10	L/616/7586	Understand Equality, Diversity and Inclusion in Dementia Care	2	2
11	R/616/7587	Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	3	2
12	J/615/7770	Support Individuals to Access and use Information about Services and Facilities	3	2
13	Y/616/7588	Provide Support for Journeys	2	2
14	H/615/7775	Assist in the Administration of Medication	4	2
15	D/616/7589	Understand and Enable Interaction and Communication with Individuals with Dementia	3	2
16	M/615/7780	Undertake Personal Hygiene Activities with Individuals	3	2
17	F/615/7783	Support Individuals to Carry Out their own Health Care Procedures	2	2
18	R/616/7590	Provide Support for Therapy Sessions	2	2
19	Y/616/7591	Stroke Awareness	3	2
20	D/616/7592	Introductory Awareness of Sensory Loss	2	2
21	H/616/7593	Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia	3	2
22	Y/615/8034	Promote Positive Behaviour	6	3
23	K/616/7594	Support use of Medication in Social Care Settings	5	3
24	K/615/8037	Provide Support for Leisure Activities	3	2
25	L/615/7785	Support Individuals to Meet Personal Care Needs	2	2
26	H/615/7789	Understand Mental Well-Being and Mental Health Promotion	3	3
27	M/616/7595	Principles of Supporting an Individual to Maintain Personal Hygiene	1	2
28	H/615/7792	Causes and Spread of Infection	2	2

29	Y/615/8082	Work in Partnership with Families to Support individuals	3	3
30	T/615/8087	Provide Support for Mobility	2	2
31	T/616/7596	Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	3	2
32	A/616/7597	Dementia Awareness	2	2
33	F/616/7598	Understand the Impact of Acquired Brain Injury on Individuals	3	2
34	L/615/7804	Move and Position Individuals in Accordance with their Care Plan	4	2
35	k/615/7812	Support Individuals to Manage Continence	3	2
36	R/615/7819	Obtain and Test Specimens from Individuals	2	2
37	Y/615/7823	Understand Mental Health Problems	3	3
38	K/615/7826	Prepare Individuals for Healthcare Activities	2	2
39	M/615/7830	Assist the Practitioner to Carry Out Health Care Activities	2	2
40	J/616/7599	Support Effective Communication with Individuals with a Sensory Loss	3	2
41	F/615/9033	Understand the Context of Supporting Individuals with Learning Disabilities	4	3
42	M/616/7600	Principles of Positive Risk Taking for Individuals with Disabilities	2	2
43	D/615/7838	Provide Support to Manage Pain and Discomfort	2	2
44	T/616/7601	Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	2	3
45	A/616/7602	Introduction to Personalisation in Social Care	3	3
46	F/616/7603	Support Individuals to Maintain Personal Hygiene	2	2
47	M/615/7858	Select and Wear Appropriate Personal Protective Equipment for Work in Healthcare Settings	2	2
48	R/615/7867	Monitor and Maintain the Environment and Resources During and After Health Care Activities	3	2

49	J/616/7604	Contribute to the Effectiveness of Teams	3	2
50	L/616/7605	Understand the Role of Communication and Interactions with Individuals who have Dementia	3	3
51	R/616/7606	Support Person-Centred Thinking and Planning	5	2
52	T/615/7876	The Principles of Infection Prevention and Control	3	2
53	F/615/7900	Support Individuals who are Distressed	3	2
54	J/615/7901	Support Individuals Undergoing Healthcare Activities	3	2
55	H/615/8733	Support Positive Risk Taking for Individuals	4	3
56	Y/616/7607	Purpose and Principles of Independent Advocacy	4	3
57	D/616/7608	Introductory Awareness of Autistic Spectrum Conditions	2	2
58	L/615/7902	Support Individuals to Eat and Drink	2	2
59	R/615/7903	Contribute to Monitoring the Health of Individuals Affected by Health Conditions	2	2
60	Y/615/7904	Cleaning, Decontamination and Waste Management	2	2
61	D/615/7905	Principles of Health Promotion	2	2
62	H/615/7906	Promotion of General Health and Well-Being	2	2
63	H/616/7609	Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2	2
64	Y/616/7610	Support Care Plan Activities	2	2
65	R/615/8758	Provide Agreed Support for Foot Care	3	2
66	K/615/7907	Contribute to the Care of a Deceased Person	3	2
67	K/615/7910	Undertake Physiological Measurements	3	3
68	H/615/8778	Support Individuals with Specific Communication Needs	5	3
69	K/615/8779	Support Independence in the Tasks of Daily Living	5	2
70	T/615/7912	Undertake Agreed Pressure Area Care	4	2

71	A/615/7913	Obtain and Test Capillary Blood Samples	4	3
72	D/616/7611	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3
73	H/616/7612	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	2	2
74	K/616/7613	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	2
75	D/615/8780	Support Individuals at the End of Life	6	3
76	M/616/7614	Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3	3
77	T/616/7615	Understand and Enable Interaction and Communication with Individuals who have Dementia	4	3
78	A/616/7616	Provide Active Support	3	2
79	K/615/8815	Support Individuals to Live at Home	4	3
80	F/616/7617	Support Participation in Learning and Development Activities	3	2
81	J/616/7618	Equality, Diversity and Inclusion in Dementia Care Practice	3	2
82	J/615/7915	Provide Support for Sleep	2	2
83	L/615/8872	Examine the Feet of Individuals with Diabetes	3	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Guidance on selecting optional components in the Level 2 Diploma in Care for Healthcare Support Worker apprenticeship

The Level 2 Diploma in Care is a large qualification which is mandatory for all Adult Care Worker apprentices. Employers that would like their Healthcare Support Worker apprentices to complete a qualification are advised to use the Level 2 Diploma in Care.

To help apprentices and employers make sense of possible routes through the qualification, the following list shows the units which are applicable to a Healthcare Support Worker job role.

Please note that these are for illustration only. Apprentices and employers are free to select the optional components that best fit the needs of the service and the apprentice's job role.

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

Component 14 – Assist in the Administration of Medication

Component 16 – Undertake Personal Hygiene Activities with Individuals

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

Component 22 – Promote Positive Behaviour

Component 24 – Provide Support for Leisure Activities

Component 25 – Support Individuals to Meet Personal Care Needs

Component 26 – Understand Mental Well-Being and Mental Health Promotion

Component 28 – Causes and Spread of Infection

Component 29 – Work in Partnership with Families to Support Individuals

Component 30 – Provide Support for Mobility

Component 32 – Dementia Awareness

Component 34 – Move and Position Individuals in Accordance with their Care Plan

Component 35 – Support Individuals to Manage Continence

Component 36 – Obtain and Test Specimens from Individuals

Component 37 – Understand Mental Health Problems

Component 38 – Prepare Individuals for Healthcare Activities

Component 39 – Assist the Practitioner to Carry Out Health Care Activities

Component 41 – Understand the Context of Supporting Individuals with Learning Disabilities

Component 43 – Provide Support to Manage Pain and Discomfort

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

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

Component 49 – Contribute to the Effectiveness of Teams

Component 52 – The Principles of Infection Prevention and Control

Component 53 – Support Individuals who are Distressed

Component 54 – Support Individuals Undergoing Healthcare Activities

Component 55 – Support Positive Risk Taking for Individuals

Component 58 – Support Individuals to Eat and Drink

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

Component 60 – Cleaning, Decontamination and Waste Management

Component 61 – Principles of Health Promotion

Component 62 – Promotion of General Health and Well-being
Component 65 – Provide Agreed Support for Foot Care
Component 66 – Contribute to the Care of a Deceased Person
Component 67 – Undertake Physiological Measurements
Component 68 – Support Individuals with Specific Communication Needs
Component 69 – Support Independence in the Tasks of Daily Living
Component 70 – Undertake Agreed Pressure Area Care
Component 71 – Obtain and Test Capillary Blood Samples
Component 75 – Support Individuals at the End of Life
Component 79 – Support Individuals to Live at Home
Component 82 – Provide Support for Sleep
Component 83 – Examine the Feet of Individuals with Diabetes

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

Joint Skills for Care and Skills for Health Assessment Principles for the Level 2 Diploma in Care (RQF) in England

October 2017 v1

1. Introduction

- 1.1 Skills for Care is part of the UK sector skills council (SSC) and represents Adult Social Care in England. Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out the minimum expected principles and approaches to assessment of the Level 2 Diploma in Care (RQF) in England, and should be read alongside qualification regulatory arrangements.
- 1.3 The information is intended to support the quality assurance processes of Awarding Organisations that offer the Level 2 Diploma in Care.
- 1.4 In all work we would expect assessors to observe and review learners practising core values and attitudes required for quality practice. These include embracing dignity and respect, rights, choice, equality, diversity, inclusion, individuality and confidentiality. All learners should follow the appropriate standards for conduct and all those involved in any form of assessment must know and embrace the values and standards of practice set out in these documents.
- 1.5 Assessors should ensure that the voices and choices of individuals drive their practice and that of their learner. This will be apparent throughout the evidence provided for a learner's practice'.

2. Assessment Principles

Good practice dictates the following:

- 2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.
- 2.2 Assessors must be able to evidence and justify the assessment decisions that they have made.

- 2.3 Assessment decisions for skills based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.
- 2.4 Skills based assessment must include direct observation as the main source of evidence, and must be carried out over an appropriate period of time. Evidence should be naturally occurring and so minimise the impact on individuals and their families and carers.
- 2.5 Any knowledge evidence integral to skills based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment.
- 2.6 Assessment decisions for skills based learning outcomes must be made by an assessor qualified to make assessment decisions. It is the responsibility of the Awarding Organisation to confirm that their assessors are suitably qualified to make assessment decisions.
- 2.7 Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, it is recommended that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.
- 2.8 Simulation may not be used as an assessment method for skills based learning outcomes except where this is specified in the assessment requirements. In these cases, the use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Video or audio recording will require consent by the individual (and their families or carers) and should not be used where this compromises the privacy, dignity or confidentiality of any individual.
- 2.9 Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation where they have occupational expertise in the specialist area. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and Awarding Organisation requirements for assessment of units within the qualification and the sector. The assessor remains responsible for the final assessment decision.
- 2.10 Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
- 2.11 Witness testimony from others, including individuals and their families, can enrich assessment and make an important contribution to the evidence used in assessment decisions.
- 2.12 Assessment of knowledge based learning outcomes
- may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions

- must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
- 2.13 It is the responsibility of the Awarding Organisation to ensure that those involved in assessment can demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
- 2.14 Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Information collected must be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

3 Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the Awarding Organisation to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 3.2 Where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications, it is recommended that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.
- 3.3 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners)
- 3.4 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the Awarding Organisation to confirm that those involved in external quality assurance are suitably qualified for this role.
- 3.5 Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

4 Definitions

- 4.1 **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements of the area they are assessing Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent means also being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 **Occupationally knowledgeable:** This means that each assessor should possess, knowledge and understanding relevant to the qualifications and / or units they are assessing. Occupationally knowledgeable assessors may assess at unit level for specialist areas within a qualification, while the final assessment decision for a qualification remains with the lead assessor. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 **Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of skills under assessment.
- 4.4 **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal and external quality assurances to make decisions about that quality assurance.
- 4.5 **Expert witness:** An expert witness must:
- have a working knowledge of the units for which they are providing expert testimony
 - be occupationally competent in the area for which they are providing expert testimony
 - have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise.
- 4.6 **Witness testimony:** Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner. Witness testimony has particular value in confirming reliability and authenticity, particularly in the assessment of practice in sensitive situations. Witness testimony provides supporting information for assessment decisions and should not be used as the only evidence of skills.

Appendix A Codes and Standards of Conduct

<http://www.skillsforcare.org.uk/Standards/Code%20of%20Conduct/Code-of-Conduct.aspx>

<http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct>



3.2 Component Specifications

Component 1: Communication in Care Settings

Component Reference Number: T/616/7579

Level: 2

Credit: 3

GL: 20

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Relationship to Occupational Standards

SCDHSC0021 Support effective communication

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand why communication is important in the work setting	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 individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences
	2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
	2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	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 services to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
	4.3 Describe situations where information normally considered to be confidential might need to be passed on
	4.4 Explain how and when to seek advice about confidentiality

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

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

Preferences may be based on:

- beliefs
- values
- culture

Communication methods may include:

- a) non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
- b) verbal communication
 - vocabulary
 - linguistic tone
 - pitch
- c) technological aids

Services may include:

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

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

Component 2: Handle Information in Care Settings

Component Reference Number: K/616/7580

Level: 2
Credit: 1
GL: 10

Component Summary

This component covers the knowledge and skills to be able to handle information in care settings.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 3 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0021

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the need for secure handling of information in care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in care settings
	1.2 Explain why it is important to have secure systems for recording and storing information in a care setting
2. Know how to access support for handling information	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
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible
	3.2 Follow agreed ways of working for: <ul style="list-style-type: none">• recording information• storing information• sharing information

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

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

Component 3: Personal Development in Care Settings

Component Reference Number: M/616/7581

Level: 2

Credit: 3

GL: 23

Component Summary

This component is aimed at those who work in care settings. The component introduces the concepts of personal development and reflective practice.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0023, GEN12, GEN13

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role
	1.2 Identify standards , 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
2. Be able to reflect on own work activities	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
3. Be able to agree a personal development plan	3.1 Identify sources of support and how they can be used for own learning and development
	3.2 Describe the process for agreeing a personal development plan and who should be involved
	3.3 Contribute and agree to own personal development plan
4. Be able to develop own knowledge, skills and understanding	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 continuing professional development
	4.4 Describe how feedback from others has developed own knowledge, skills and understanding
	4.5 Demonstrate how to record progress in relation to personal development

Additional Information

Care settings e.g. Adult, children and young people’s health settings and adult care settings

Standards may include:

- codes of conduct and practice
- regulations
- minimum standards
- National Occupational Standards

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

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

Who should be involved may include:

- the individual
- carers
- advocates
- supervisor, line manager or employer
- team members
- other professionals

Continuing Professional Development (CPD)

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Others may include:

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

Component 4: Implement Person-Centred Approaches in Care Settings

Component Reference Number: T/616/7582

Level: 2

Credit: 5

GL: 39

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

SCDHSC0024 Support the safeguarding of individuals.

SCDHSC0026 Support individuals to access information on services and facilities.

SCDHSC0234 Uphold the rights of individuals.

GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand person-centred approaches for care and support	1.1 Define person-centred values
	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 individual's care plan contributes to working in a person-centred way
2. Be able to work in a person-centred way	2.1 Find out the history, preferences , 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
3. Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent 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
4. Be able to encourage active participation	4.1 Describe how active participation benefits an individual
	4.2 Identify possible barriers to active participation
	4.3 Demonstrate ways to reduce the barriers and encourage active participation
5. Be able to support the individual's right to make choices	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
6. Be able to support the individual's well-being	6.1 Explain how an individual's identity and self-esteem are linked with well-being
	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

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Person-centred values include:

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

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

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

Preferences may be based on:

- beliefs
- values
- culture

Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').

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

Well-being may include aspects that are:

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

Component 5: Equality and Inclusion in Care Settings

Component Reference Number: A/616/7583

Level: 2

Credit: 2

GL: 17

Component Summary

This component introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 2 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0024

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
	2.3 Describe how to challenge discrimination in a way that encourages change
3. Know how to access information, advice and support about diversity, equality and inclusion	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

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role

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

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

Component Reference Number: F/616/7584

Level: 2

Credit: 4

GL: 33

Component Summary

The aim of this component is to prepare the learner for the principles of health and safety within the health and care settings.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 4, 5 and 8 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0022

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	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 policies and procedures agreed with the employer
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting
	1.4 Identify tasks 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
2. Understand the use of risk assessments in relation to health and safety	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
3. Understand procedures for responding to accidents and sudden illness	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

4. Be able to reduce the spread of infection	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 use of Personal Protective Equipment (PPE) 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
5. Be able to move and handle equipment and objects safely	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
6. Know how to handle hazardous substances and materials	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"> • storing hazardous substances • using hazardous substances • disposing of hazardous substances and materials
7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading
	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
8. Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • premises • information
	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
9. Know how to manage own stress	9.1 Identify common signs and indicators of stress in self and others
	9.2 Identify circumstances and factors that tend to trigger stress in self and others

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

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

Health and safety This could be in relation to the safety of yourself, your colleagues or the people you support

Others may include:

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

Work setting may include one specific location or a range of locations, depending on the context of a particular work role.

Tasks that the learner should not carry out without special training may include those relating to:

- use of equipment
- first aid
- medication
- health care procedures
- food handling and preparation

Use of Personal, Protective Equipment (PPE)

The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

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

Stress can have positive as well as negative effects, but in this component the word is used to refer to negative stress.

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Component 7: Responsibilities of a Care Worker

Component Reference Number: A/615/7748

Level: 2
Credit: 2
GL: 16

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0023 Develop your own knowledge and practice.

SCDHSC0024 Support the safeguarding of individuals.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship
	1.2 Describe different working relationships in care settings
2. Be able to work in ways that are agreed with the employer	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 agreed ways of working
	2.3 Work in line with agreed ways of working
	2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with others
	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">• partnership working• resolving conflicts

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

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

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

Others may include:

- Team members and colleagues
- Other professionals
- Individual people who require care or support
- Families, friends, advocates or others who are important to individual people

Component 8: Duty of Care

Component Reference Number: J/616/7585

Level: 2
Credit: 1
GL: 7

Component Summary

This component covers the knowledge required to understand duty of care and own role in this.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0024

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the implications of duty of care	1.1 Define the term 'duty of care'
	1.2 Describe how duty of care relates to duty of candour
	1.3 Describe how the duty of care affects own work role
2. Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain where to get additional support and advice about how to resolve such dilemmas
3. Know how to respond to complaints	3.1 Describe the process to follow when responding to complaints
	3.2 Identify the main points of agreed procedures for handling complaints

Additional Information

Candour – being open and honest with patients and being open and honest within organisations in reporting adverse incidents or near misses that may have led to harm

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

Component 9: Safeguarding and Protection in Care Settings

Component Reference Number: F/615/7718

Level: 2

Credit: 3

GL: 26

Component Summary

This component is aimed at those working in a wide range of care settings. This component covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0024 Support the safeguarding of individuals

SCDHSC0035 Promote the safeguarding of individuals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand principles of safeguarding adults	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"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others
	1.4 Describe harm
	1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse

	<ul style="list-style-type: none"> • Self-neglect • Neglect by others
	2.2 Describe factors that may contribute to an individual being more vulnerable to abuse
3. Know how to respond to suspected or alleged abuse	3.1 Explain the actions to take 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
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and local systems 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 whistle blowing
	4.5 Identify when to seek support in situations beyond your experience and expertise
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights • supporting individuals with awareness of personal 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
6. Know how to recognise and report unsafe practices	6.1 Describe unsafe practices that may affect the well-being 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
7. Understand principles for online safety	7.1 Describe the potential risks presented by:

	<ul style="list-style-type: none"> • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online
	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

Additional Information

Care settings e.g. Adult, children and young people’s health settings and adult care settings

Domestic abuse should include acts of control and coercion

Factors may include:

- a setting or situation
- the individual

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

The **actions to take** constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:

- A colleague
- Someone in the individual’s personal network
- The learner
- The learner’s line manager
- Others

Local systems may include:

- employer/organisational policies and procedures
- multi-agency adult protection arrangements for a locality

Whistle blowing

A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Person-centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership

- Care
- Compassion
- Courage
- Communication
- Competence

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

Unsafe practices may include

- poor working practices
- resource difficulties
- operational difficulties

Well-being may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental



3.4 Optional Component Specifications

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

Component Reference Number: L/616/7586

Level: 2

Credit: 2

GL: 20

Component Summary

This component is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The component introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand and appreciate the importance of diversity of individuals with dementia	1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences
	1.2 Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences
	1.3 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals
2. Understand the importance of person-centred approaches in the care and support of individuals with dementia	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
3. Understand ways of working with a range of individuals who have dementia to ensure diverse 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

Additional Information

Others may include:

- Team members

- Other colleagues
- Families and advocates

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

Component Summary

The purpose of this component is to provide the learner with the knowledge and skills to contribute to the support of individuals with multiple conditions and/or disabilities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 3 must be assessed in a real work environment.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the impact of multiple conditions and/or disabilities on individuals	1.1 Identify multiple conditions and/or disabilities individuals may have
	1.2 Explain how multiple conditions and/or disabilities may have additional impacts on individuals' well-being and quality of life
2. Know the support available for individuals with multiple conditions and/or disabilities	2.1 Explain the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities
	2.2 Identify the resources that may be required to support the needs of individuals with multiple conditions and/or disabilities
	2.3 Describe how informal networks can provide support to individuals with multiple conditions and/or disabilities
3. Be able to contribute to the support of individuals with multiple conditions and/or disabilities	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 activity
	3.4 Support the use of resources to enable an individual with multiple conditions and/or disabilities to participate in an activity

4. Be able to evaluate own contribution to the support of an individual for an activity	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

Additional Information

Multiple conditions and/or disabilities could include a combination of factors relating to

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- emotional health

Well-being e.g.

- emotional
- psychological
- physical

Resources including equipment

Informal networks could include

- family
- friends
- neighbours
- special interest groups

An **activity** could include

- Education
- employment
- leisure activities
- social activities
- household or domestic tasks

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

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0234

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know ways to support individuals to access information on services and facilities	1.1 Identify the types of services and facilities about which individuals may require information
	1.2 Identify possible barriers to accessing and understanding information
	1.3 Describe ways to overcome barriers to accessing information
	1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals
	1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	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
3. Be able to work with individuals to access and use information about services and facilities	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
4. Be able to support individuals to evaluate the information accessed on services and facilities	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

Additional Information

Services and facilities may include:

- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities

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

Component 13: Provide Support for Journeys

Component Reference Number: Y/616/7588

Level: 2

Credit: 2

GL: 17

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills needed to support individuals to make journeys.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand factors to consider when planning support for journeys	1.1 Describe different factors to consider when planning a journey
	1.2 Describe different risks that may arise and ways to minimise these
	1.3 Describe different types of communication technology that can support planning and making journeys safely
2. Be able to support individuals to plan journeys	2.1 Agree with the individual the level and type of support needed for planning and making a journey
	2.2 Support the individual to research a journey that they wish to make
	2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
3. Be able to support individuals when making journeys	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
4. Be able to review the support provided for individuals when making journeys	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

Additional Information

Factors may include those relating to

- the individual
- the journey
- health and safety

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

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

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

Component 14: Assist in the Administration of Medication

Component Reference Number: H/615/7775

Level: 2

Credit: 4

GL: 25

Component Summary

This component provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This component is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

CHS2

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication
	1.2 Outline the organisational policies for the management and administration of medication
2. Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication
	2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
	2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication
	3.2 Describe the different routes for the administration of medication
	3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility

	3.4 Describe the various aids which can be used to help individuals take their medication
	3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
	3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
4. Understand the requirements and procedures for ensuring an individual's safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed
	4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5. Be able to prepare for the administration of medication	5.1 Obtain or confirm valid consent for the administration of medication
	5.2 Apply standard precautions for infection control
	5.3 Select, check and prepare the medication according to the medication administration record or medication information leaflet
	5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
	5.5 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered
6. Be able to assist in the administration of medication	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
	6.2 Assist the individual to be as self-managing as possible
	6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
	6.4 Monitor the individual's condition throughout the administration process
	6.5 Explain the types of adverse effects that may occur and the action to take if they do

	6.6 Check and confirm that the individual has taken the medication and does not pass medication to others
7. Be able to contribute to the management of medications and administration records	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
	7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
	7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
	7.4 Maintain the confidentiality of information relating to the individual at all times
	7.5 Check the stock level of medications and take action to obtain new stocks when required

Additional Information

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

Valid consent must be in line with agreed UK country definition

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

Component Reference Number: D/616/7589

Level: 2

Credit: 3

GL: 19

Component Summary

This component provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to communicate with individuals with dementia	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 others 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
2. Be able to apply interaction and communication approaches with individuals who have dementia	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

Additional Information

Others may include:

- Other colleagues
- Families

Component 16: Undertake Personal Hygiene Activities with Individuals

Component Reference Number: M/615/7780

Level: 2

Credit: 3

GL: 24

Component Summary

The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a Care Plan is central to carrying out the activities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

CHS11

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals
	1.2 Explain the importance of complying with health and safety guidance
	1.3 Explain the importance of using aseptic techniques
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan
	3.2 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 valid consent
	3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Be able to undertake personal hygiene activities with individuals	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection control
	4.3 Carry out personal hygiene activities in accordance with the individual's care plan

	4.4 Ensure that the individual's privacy and dignity is maintained
	4.5 Observe the individual while providing support and reassurance and address any concerns
	4.6 Describe action to take in response to adverse reactions
5. Be able to record and report the outcome of the personal hygiene activity	5.1 Record the outcome of the personal hygiene activity
	5.2 Report the outcomes of the activity to a member of the care team in line with local policy

Additional Information

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

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

Valid consent must be in line with agreed UK country definition

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

Component Reference Number: F/615/7783

Level: 2
Credit: 2
GL: 15

Component Summary

This component covers the knowledge and skills required to support individuals to carry out their own health care procedures.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0225

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand health care procedures likely to be undertaken by individuals	1.1 Identify treatments and physical measurements likely to be undertaken by individuals
	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
2. Be able to support individuals to prepare to carry out their own health care procedures	2.1 Establish with others 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
3. Be able to support individuals to carry out health care procedures	3.1 Assist the individual to carry out health care procedures in a way that promotes active participation

	3.2 Promote safe disposal of supplies used for procedures
	3.3 Support the individual to record measurements and store records safely
4. Be able to monitor health care procedures undertaken by individuals	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

Additional Information

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

Others may include:

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

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

Component 18: Provide Support for Therapy Sessions

Component Reference Number: R/616/7590

Level: 2

Credit: 2

GL: 14

Component Summary

This component is aimed at those working in a wide range of settings. The component provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate
	1.2 Describe how therapy sessions can benefit an individual
2. Be able to prepare for therapy sessions	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
3. Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> • the therapist's directions • the individual's preferences and requirements
	3.2 Promote the active participation of the individual during the session
	3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session
4. Be able to observe and record therapy sessions	4.1 Agree how observations will be recorded
	4.2 Carry out agreed observations
	4.3 Record agreed observations as required
5. Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress

Additional Information

Therapy sessions may include

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

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

Others may include

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

Component 19: Stroke Awareness

Component Reference Number: Y/616/7591

Level: 2
Credit: 3
GL: 28

Component Summary

The aim of this component is to give learners the knowledge and understanding required to respond to, treat and manage individuals affected by stroke.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know what a stroke is	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)
2. Know how to recognise stroke	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
3. Understand the management of risk factors for stroke	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
4. Understand the importance of emergency response and treatment for stroke	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
5. Understand the management of stroke	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

Additional Information

N/A

Component 20: Introductory Awareness of Sensory Loss

Component Reference Number: D/616/7592

Level: 2
Credit: 2
GL: 16

Component Summary

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

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss
	1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
	1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs
	1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs
2. Understand the importance of effective communication for individuals with sensory loss	2.1 Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> • Sight loss • Hearing loss • Deafblindness
	2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
	2.3 Explain how information can be made accessible to individuals with sensory loss
3. Know the main causes and conditions of sensory loss	3.1 Outline the main causes of sensory loss
	3.2 Explain the difference between congenital and acquired sensory loss
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> • Sight loss • Deafblindness • Hearing loss
	4.2 Explain where additional advice and support can be sourced in relation to sensory loss

5. Understand how to report concerns about sensory loss	5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported
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Additional Information

Factors could include

- communication
- information
- familiar layouts and routines
- mobility

Sensory loss could include

- sight loss
- hearing loss
- deafblindness

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

Component Summary

This component is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet individuals identified and agreed abilities and needs, in order to reflect the person-centred approach.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of a person-centred approach to dementia care and support	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
2. Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach	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
3. Be able to involve carers and others in the care and support of individuals with dementia	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

Additional Information

N/A

Component 22: Promote Positive Behaviour

Component Reference Number: Y/615/8034

Level: 3

Credit: 6

GL: 44

Component Summary

The purpose of this component is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment.

Relationship to Occupational Standards

SCDHSC0398

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2. Be able to promote positive behaviour	2.1 Explain a range of factors associated with challenging behaviours
	2.2 Highlight, praise and support positive aspects of an individual's 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
3. Understand the context and use of proactive and reactive strategies	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

4. Understand the use of restrictive interventions	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
5. Be able to respond appropriately to incidents of challenging behaviour	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
6. Be able to support individuals and others following an incident of challenging behaviour	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"> • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequences of their behaviour • How they were feeling after the incident
	6.3 Describe the complex feelings that may be experienced by others 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
7. Be able to review and revise approaches to promoting positive behaviour	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
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Additional Information

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

Others may include:

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

Component 23: Support use of Medication in Social Care Settings

Component Reference Number: K/616/7594

Level: 3
Credit: 5
GL: 40

Component Summary

This component assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 5, 7 and 8 must be assessed in the workplace.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the legislative framework for the use of medication in social care settings	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 agreed ways of working must reflect and incorporate legislative requirements
2. Know about common types of medication and their use	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 individual's physical or mental well-being that may indicate an adverse reaction to a medication
3. Understand roles and responsibilities in the use of medication in social care settings	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
4. Understand techniques for administering medication	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
5. Be able to receive, store and dispose of medication supplies safely	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
6. Understand how to promote the rights of the individual when managing medication	6.1 Explain the importance of the following principles in the use of medication <ul style="list-style-type: none"> • consent • self-medication or active participation • dignity and privacy • confidentiality
	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
7. Be able to support use of medication	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 active participation
	7.3 Demonstrate strategies to ensure that medication is used or administered correctly
	7.4 Address any practical difficulties that may arise when medication is used
	7.5 Explain how and when to access further information or support about the use of medication
8. Be able to record and report on use of medication	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

Additional Information

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

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

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

Using medication **correctly** must ensure that the individual receives

- the correct medication
- in the correct dose
- by the correct route
- at the correct time
- with agreed support
- with respect for dignity and privacy

Practical difficulties may include

- lost medication
- missed medication
- spilt medication
- an individual's decision not to take medication
- difficulty in taking medication in its prescribed form
- wrong medication used
- vomiting after taking medication
- adverse reaction
- discrepancies in records or directions for use

Component 24: Provide Support for Leisure Activities

Component Reference Number: K/615/8037

Level: 2
Credit: 3
GL: 20

Component Summary

The purpose of this component is to provide the learner with the knowledge, skills and understanding to provide support to individuals for contribution to planned leisure activities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning Outcomes 2, 3 and 4 must be assessed in the working environment

Relationship to Occupational Standards

SCDHSC0420, GEN46

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the role that leisure activities play in well-being	1.1 Identify different activities that may be regarded as leisure activities
	1.2 Explain how participation in leisure activities aids the well-being of individuals
	1.3 Describe the potential benefits of trying out new leisure activities from time to time
2. Be able to support individuals in planning for leisure activities	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 others to develop a plan to support participation in a leisure activity
3. Be able to encourage and support individuals to participate in leisure activities	3.1 Support the individual in a way that promotes active participation 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
4. Be able to contribute to the review and revision of support for leisure activities	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

Additional Information

Different activities need to be covered and learners must provide at least two examples

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

Others may include:

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

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

Component 25: Support Individuals to Meet Personal Care Needs

Component Reference Number: L/615/7785

Level: 2
Credit: 2
GL: 16

Component Summary

This component covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0218

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage the individual to communicate their needs, preferences and personal beliefs affecting their personal care
	1.2 Establish the level and type of support and individual needs for personal care
	1.3 Agree with the individual how privacy will be maintained during personal care
2. Be able to provide support for personal care	2.1 Obtain valid consent for activities
	2.2 Support the individual to understand the reasons for hygiene and safety precautions
	2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
	2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
	2.5 Describe ways to ensure the individual can summon help when alone during personal care
	2.6 Ensure safe disposal of waste materials
3. Be able to support individuals to use the toilet	3.1 Provide support for the individual to use toilet facilities in ways that respect dignity
	3.2 Support the individual to make themselves clean and tidy after using toilet facilities
	3.3 Support the individual to wash their hands after using the toilet
4. Be able to support individuals to maintain personal hygiene	4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care

	4.2 Ensure toiletries, materials and equipment are within reach of the individual
	4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation
5. Be able to support individuals to manage their personal appearance	5.1 Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation
	5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure
6. Be able to monitor and report on support for personal care	6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
	6.2 Monitor personal care functions and activities in agreed ways
	6.3 Record and report on an individual's personal care in agreed ways

Additional Information

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

Preferences may be based on:

- beliefs
- values
- culture

Valid consent must be in line with agreed UK country definition

Others may include:

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

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

Component Reference Number: H/615/7789

Level: 3
Credit: 3
GL: 20

Component Summary

This component aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

MH14

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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	1.1 Evaluate two different views on the nature of mental well-being and mental health
	1.2 Explain the range of factors that may influence mental well-being and mental health problems across the life span , including: <ul style="list-style-type: none"> • biological factors • social factors • psychological factors • emotional factors
	1.3 Explain how risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	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
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Additional Information

Life span – learners are expected to demonstrate their understanding of how factors arising from individuals’ early lives may influence their well-being as adults and the potential impact of levels of well-being in later life. This is in order to promote a holistic and whole-person approach to understanding well-being and mental health.

Risk factors: including inequalities, poor quality social relationships

Protective factors: including socially valued roles, social support and contact

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

Component 27: Principles of Supporting and Individual to Maintain Personal Hygiene

Component Reference Number: M/616/7595

Level: 2

Credit: 1

GL: 10

Component Summary

This component introduces the underpinning knowledge for the support of individuals in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as causes of poor personal hygiene.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important
	1.2 Describe the effects of poor personal hygiene on health and well-being
2. Understand how to encourage an individual to maintain personal hygiene	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
3. Understand how to support an individual to maintain personal hygiene	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
4. Understand when poor hygiene may be an indicator of other underlying personal issues	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
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Additional Information

N/A

Component 28: Causes and Spread of Infection

Component Reference Number: H/615/7792

Level: 2

Credit: 2

GL: 20

Component Summary

This component is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between both infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition, the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enters the body and key factors that may lead to infection occurring.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

IPC2.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
	1.3 Describe what is meant by infection and colonisation
	1.4 Explain what is meant by systemic infection and localised infection
	1.5 Identify poor practices that may lead to the spread of infection
	1.6 Identify how an understanding of poor practices, can be applied to own professional practice
2. Understand the transmission of infection	2.1 Explain the conditions needed for the growth of 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

Additional Information

Poor practices: soiled linen and clinical waste should be covered for 1.5 and 1.6

Component 29: Work in Partnership with Families to Support Individuals

Component Reference Number: Y/615/8082

Level: 3
Credit: 3
GL: 27

Component Summary

This component provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC387, SCDHSC388

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand partnership working with families and family members in care and/or support	1.1 Describe the contribution families and family members have in caring for and/or supporting individuals
	1.2 Identify factors that may affect the level of involvement of family members
	1.3 Describe dilemmas or conflicts that may arise when working in partnership with families
	1.4 Explain how the attitudes of a worker affect partnership working
2. Be able to establish and maintain positive relationships with families and family members in care and/or support	2.1 Interact with family members in ways that respect their culture, values, experiences and expertise
	2.2 Show dependability in carrying out actions agreed with families
	2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	3.1 Agree with the individual , family members and others the desired outcomes of partnership working within scope of own role
	3.2 Clarify own role, role of family members and roles of others in supporting the individual
	3.3 Support family members to understand person-centred approaches and agreed ways of working
	3.4 Plan ways to manage risks associated with sharing care or support within scope of own role

	3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role
4. Be able to work with families to access support in their role as carers	4.1 Identify the support required from families to fulfil their role
	4.2 Provide accessible information about available resources for support
	4.3 Work with family members to access resources for support
5. Be able to exchange and record information about partnership work with families	5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences
	5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working
6. Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role
	6.2 Involve the individual and family members in the reviews
7. Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members
	7.2 Report on any gaps in the provision of support for family members
	7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Additional Information

Families and family members may include:

- Parents
- Legal guardians/those with legal responsibility
- Siblings
- Grandparents
- Step-parents
- Other relatives

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person

Others may include:

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

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

Component 30: Provide Support for Mobility

Component Reference Number: T/615/8087

Level: 2
Credit: 2
GL: 14

Component Summary

This component is aimed at those who work in a wide range of settings. The component provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0215

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

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

Additional Information

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

Well-being may include aspects that are:

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

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

Others may include:

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

Mobility equipment and appliances may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances

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

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

Component Summary

This component provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 3 and 4 must be assessed in the workplace environment.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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	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
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	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
3. Be able to support individuals with dementia to achieve their potential	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
4. Be able to work with carers who are caring for individuals with dementia	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

Additional Information

N/A

Component 32: Dementia Awareness

Component Reference Number: A/616/7597

Level: 2
Credit: 2
GL: 7

Component Summary

The aim of the component is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

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

Additional Information

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

Experience living with dementia: depending on age, type of dementia, and level of ability and disability

Others may include:

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

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

Component Reference Number: F/616/7598

Level: 2
Credit: 3
GL: 25

Component Summary

The aim of the component is to gain knowledge to support people who have an acquired brain injury. It covers both the impact on the individual who has the acquired brain injury and their carers

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand Acquired Brain Injury	1.1 Describe what Acquired Brain Injury is
	1.2 Identify possible causes of Acquired Brain Injury
2. Know the impact an Acquired Brain Injury has on the individual	2.1 List initial effects of Acquired Brain Injury on the individual
	2.2 Identify the long-term effects of Acquired Brain Injury to include: <ul style="list-style-type: none"> • physical • functional • cognitive • behavioural
3. Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1 Explain what is meant by the term dysphasia
	3.2 Explain what is meant by the term dysarthria
	3.3 Describe the communication challenges presented to the individual and self by <ul style="list-style-type: none"> • dysphasia • dysarthria
	3.4 Identify the skills required to support an individual with specialist communication needs
4. Understand the impact that personality changes can have on an individual and those providing support	4.1 Outline the changes in personality that an individual may experience as a result of Acquired Brain Injury
	4.2 Describe how lack of self-awareness may affect the individual
	4.3 Explain the impact of changes in personality on those providing support
5. Understand the impact of challenging behaviour	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 challenging behaviour
	5.5 Describe how to report challenging behaviour

Additional Information

Acquired brain injury

- traumatic brain injury
- mild/moderate brain injury
- severe brain injury

The **individual** is the person requiring support. An advocate may need to act on behalf of an individual.

Functional – relates to the individual’s ability to carry out day-to-day tasks, i.e. dressing, washing, cooking. It does not solely mean the physical ability but also can mean concentration, motivation for doing tasks.

Communication challenges can include

- word-finding
- indistinct speech

Personality changes, e.g.

- irritability
- disinhibited behaviour
- frustration
- loss of social skills
- lack of self-awareness
- lack of insight

Self-Awareness – ability to understand the impact of behaviour on others.

Those providing support may include

- family
- friends
- care workers
- practitioners
- other professionals

Challenging behaviour

- physical violence
- threatening language
- sexual inhibitions
- non-compliance

Component 34: Move and Position Individuals in Accordance with their Care Plan

Component Reference Number: L/615/7804

Level: 2

Credit: 4

GL: 26

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

CHS6.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals
	1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals
	1.3 Describe health and safety factors in relation to moving and positioning individuals
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals
	2.2 Describe the impact of specific conditions on the movement and positioning of an individual
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> • the individual's care plan • the moving and handling risk assessment
	3.2 Identify any immediate risks to the individual
	3.3 Describe the action to take in relation to identified risks
	3.4 Describe the action to take if the individual's wishes conflict with their care plan
	3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> • adequate space for the move • potential hazards are removed

	3.6 Apply standard precautions for infection control
4. Be able to move and position an individual	4.1 Confirm the individual's identity and obtain valid consent
	4.2 Communicate with the individual in a manner which: <ul style="list-style-type: none"> • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences
	4.3 Position the individual in accordance with their care plan
	4.4 Communicate effectively with others involved in the manoeuvre
	4.5 Describe the aids and equipment that may be used for moving and positioning
	4.6 Use equipment to maintain the individual in the appropriate position
	4.7 Encourage the individual's active participation in the manoeuvre
	4.8 Monitor the individual throughout the activity
	4.9 Record and report the activity noting when the next positioning manoeuvre is due
5. Know when to seek advice and/or assistance from others when moving and positioning an individual	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual
	5.2 Describe sources of information available in relation to moving and positioning individuals

Additional Information

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

Valid consent must be in line with agreed UK country definition

Others may include:

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

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

Component 35: Support Individuals to Manage Continence

Component Reference Number: K/615/7812

Level: 2

Credit: 3

GL: 19

Component Summary

This component is aimed at those who work in a wide range of settings. The component provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0219

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand factors that affect the management of continence	1.1 Explain how continence can affect an individual's self-esteem, health and day to day activities
	1.2 List conditions 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
2. Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express preferences 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
3. Be able to support the use of equipment to manage continence	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 active participation
4. Be able to maintain infection control when supporting individuals to manage continence	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
5. Be able to monitor, record and report on support for managing continence	5.1 Monitor, record and report on support for managing continence

Additional Information

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

Conditions may include:

- Congenital structural problems
- Disorders which affect nerve function of the bladder
- Overactive bladder disorder
- Enuresis/soiling
- Caffeine/fizzy drinks
- Polyuria

Preferences may be based on:

- beliefs
- values
- culture

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

Component 36: Obtain and Test Specimens from Individuals

Component Reference Number: R/615/7819

Level: 2
Credit: 2
GL: 15

Component Summary

The aim of this component is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

CHS7

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	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
2. Understand the processes involved in obtaining and testing specimens from individuals	2.1 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
3. Be able to prepare to obtain specimens from individuals	3.1 Introduce yourself to the individual , and confirm the individual's identity
	3.2 Explain the procedure and obtain valid consent
	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
4. Be able to obtain specimens from individuals	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
5. Be able to test specimens	5.1 Explain tests for a range of specimens obtained
	5.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment
6. Be able to report on the outcomes on the test of specimens	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

Additional Information

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

Valid consent must be in line with agreed UK country definition

5.2 **Environment** to Include:

- standard precautions for infection prevention and control
- use of PPE

Component 37: Understand Mental Health Problems

Component Reference Number: Y/615/7823

Level: 3
Credit: 3
GL: 16

Component Summary

This component aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the component is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC3111, MH14

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the types of mental ill health	1.1 Describe the following types of mental ill health according to the psychiatric (DSM/ICD) classification system: <ul style="list-style-type: none"> • mood disorders, • personality disorders, • anxiety disorders, • psychotic disorders, • substance-related disorders, • eating disorders, • cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain alternative frameworks for understanding mental distress
	1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination
	2.2 Explain the effects mental ill health may have on an individual
	2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network
	2.4 Explain how to intervene to promote an individual's mental health and well-being

Additional Information

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

Assessment criteria 2.2 and 2.3 should cover:

Effects:

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts

Component 38: Prepare Individuals for Healthcare Activities

Component Reference Number: K/615/7826

Level: 2
Credit: 2
GL: 9

Component Summary

The aim of this component is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2 and 3 must be assessed in the real work setting

Relationship to Occupational Standards

GEN4

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an individual for healthcare activities
	1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities	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 valid consent
	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

3. Be able to record and report healthcare activities	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

Additional Information

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

Valid consent must be in line with agreed UK country definition

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

AC2.8 ensuring:

- optimal position of the individual
- optimal position of medical equipment
- secure storage of personal articles

Component 39: Assist the Practitioner to Carry Out Health Care Activities

Component Reference Number: M/615/7830

Level: 2
Credit: 2
GL: 13

Component Summary

This component develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This component should be applied in the context of the learner's own role and work setting.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

GEN8

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities	1.1 Summarise own roles, responsibilities and accountability with regard to: <ul style="list-style-type: none"> • current legislation • national guidelines • policies, protocols and good practice guidelines
2. Be able to assist the practitioner in carrying out health care activities	2.1 Identify the information needed by the practitioner: <ul style="list-style-type: none"> • prior to carrying out health care activities • during health care activities
	2.2 Confirm the identity of the individual
	2.3 Confirm valid consent 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

Additional Information

Health care activities could include clinical or therapeutic activities

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

Valid consent must be in line with agreed UK country definition.

Component 40: Support Effective Communication with Individuals with a Sensory Loss

Component Reference Number: J/616/7599

Level: 2

Credit: 3

GL: 23

Component Summary

The purpose of this component is to provide the learner with the knowledge and skills required to support effective communication with individuals with sensory loss.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand different methods that can support communication with individuals with sensory loss	1.1 Identify different methods of communication that may be used with individuals with sensory loss 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
2. Be able to use different methods of communication with individuals with sensory loss	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 Adjust communication with individuals where there is difficulty in understanding
	2.4 Provide feedback to others 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

Additional Information

Sensory loss could include

- sight loss
- hearing loss
- deafblindness

Others could include

- other professionals
- carers/family members
- advocates
- colleagues

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

Component Reference Number: F/615/9033

Level: 3
Credit: 4
GL: 35

Component Summary

The component explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The component introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

GEN86

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities
	1.2 Explain how legislation and policies influence the day to day experiences of individuals with learning disabilities and their families
2. Understand the nature, causes and characteristics of learning disability	2.1 Explain what is meant by 'learning disability'
	2.2 Describe causes of learning disabilities
	2.3 Describe the medical and social models of disability
	2.4 Evaluate the potential impact on the family of an individual with a learning disability
3. Understand the historical context of learning disability	3.1 Explain types of services provided for individuals with learning disabilities over time
	3.2 Evaluate how past ways of working may affect present services
	3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> • where the individual lives • daytime activities

	<ul style="list-style-type: none"> • employment • sexual relationships and parenthood • the provision of healthcare
4. Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion'
	4.2 Explain the meaning of the term 'advocacy'
	4.3 Describe different types of advocacy
	4.4 Analyse strategies to promote empowerment and active participation
5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain impacts of views and attitudes of others on individuals with 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
6. Understand how to promote communication with individuals with learning disabilities	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

Additional Information

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

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

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

Component Reference Number: M/616/7600

Level: 2
Credit: 2
GL: 20

Component Summary

This component provides the knowledge behind positive risk-taking. It highlights the importance of positive risk-taking for individuals with disabilities. It explores how to take a person-centred approach to enabling individuals to take risks and how to balance risk-taking with duty of care. The legislative context is also covered.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the importance of risk taking in everyday life for individuals with disabilities	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"> • gain in self-confidence • develop skills • take an active part in their community
2. Understand the importance of positive, person-centred risk assessment	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
3. Know how legislation and policies are relevant to positive risk taking	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
4. Understand how to support individuals with disabilities in decisions about risk-taking	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
5. Understand how to support individuals with disabilities to manage identified risks	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

Additional Information

N/A

Component 43: Provide Support to Manage Pain and Discomfort

Component Reference Number: D/615/7838

Level: 2

Credit: 2

GL: 15

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work situation.

Relationship to Occupational Standards

SCDHSC0216

SFHCHS164

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand approaches to managing pain and discomfort	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 agreed ways of working that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an individual's 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 assessment tools 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
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	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

Additional Information

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

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

Assessment tools includes the use of pain scores

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

Component Summary

This component is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This component does not confirm competence.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the common medications available to, and appropriate for, individuals with dementia	1.1 Outline the most common medications used to treat symptoms of dementia
	1.2 Describe how commonly used medications affect individuals with dementia
	1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia
	1.4 Explain the importance of 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
2. Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication	2.1 Describe person-centred ways of administering medicines whilst adhering to administration instructions
	2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication

Additional Information

Administering, e.g.

- fitting with the routines of the individual
- meeting the preferences of the individual (tablets/solutions)
- enabling techniques
- self-administration.

Component 45: Introduction to Personalisation in Social Care

Component Reference Number: A/616/7602

Level: 3
Credit: 3
GL: 22

Component Summary

This component is aimed at those working in a wide range of settings. It introduces understanding of how personalisation affects the provision of social care services, with a focus on the systems, skills and support needed to implement personalised provision.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the meaning of personalisation in social care	1.1 Define the term 'personalisation' as it applies in social care
	1.2 Explain how personalisation can benefit individuals
	1.3 Explain the relationship between rights, choice and personalisation
	1.4 Identify legislation and other national policy documents that promote personalisation
2. Understand systems that support personalisation	2.1 List local and national systems that are designed to support personalisation
	2.2 Describe the impact that personalisation has on the process of commissioning social care
	2.3 Explain how direct payments and individual budgets support personalisation
3. Understand how personalisation affects the way support is provided	3.1 Explain how person-centred thinking, person-centred planning and person-centred approaches support personalisation
	3.2 Describe how personalisation affects the balance of power between individuals and those providing support
	3.3 Give examples of how personalisation may affect the way an individual is supported from day to day
4. Understand how to implement personalisation	4.1 Analyse the skills, attitudes and approaches needed by those providing support or brokering services, in order to implement personalisation

	4.2 Identify potential barriers to personalisation
	4.3 Describe ways to overcome barriers to personalisation in day to day work
	4.4 Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service

Additional Information

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

Component 46: Support individuals to Maintain Personal Hygiene

Component Reference Number:

Level: 2

Credit: 2

GL: 17

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support an individual in maintaining personal hygiene. It covers good personal hygiene routines and why these are important, as well as potential contributory factors to poor personal hygiene.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 2 must be assessed in a real work environment.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of good personal hygiene	1.1 Explain why personal hygiene is important
	1.2 Describe the effects of poor personal hygiene on health and well-being
2. Be able to support individuals to maintain personal hygiene	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

3. Understand when poor hygiene may be an indicator of other underlying personal issues	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

Additional Information

N/A

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

Component Summary

This component aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

GEN2

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	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"> • preparing for work • dressing for work
	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
2. Be able to select and use personal protective equipment (PPE) in a healthcare setting	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

Additional Information

N/A

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

Component Summary

This component develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

GEN7

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the procedures for monitoring and maintaining the environment and resources	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 health care activities in own work practice
	1.3 Identify the resources 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
2. Be able to operate equipment	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
3. Be able to monitor and maintain the environment and resources	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
	4. Be able to clean resources in own work area
	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

Additional Information

Health care activities could include clinical or therapeutic activities

Resources are all equipment, items or materials used to undertake activities

Component 49: Contribute to the Effectiveness of Teams

Component Reference Number: J/616/7604

Level: 2

Credit: 3

GL: 5

Component Summary

The aim of this component is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The component also addresses time management.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0241

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of own role and how it contributes to the team performance	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
2. Be able to reflect on own performance	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
3. Be able to manage time and commitments effectively	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
4. Be able to establish effective working relationships with all members of the team	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

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

Component Summary

This component provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand that individuals with dementia may communicate in different ways	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
2. Understand the importance of positive interactions with individuals who have dementia	2.1 Give examples of positive interactions with individuals who have dementia
	2.2 Explain how positive interactions with individuals who have dementia can contribute to their well-being
	2.3 Explain the importance of involving individuals who have dementia in a range of activities
	2.4 Compare a reality orientation approach to interactions with a validation approach
3. Understand the factors which can affect interactions and communication of individuals who have dementia	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

Additional Information

N/A

Component 51: Support Person-Centred Thinking and Planning

Component Reference Number: R/616/7606

Level: 2

Credit: 5

GL: 34

Component Summary

This component is aimed at those who work in a range of health and social-care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This component provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 5 must be assessed in a real work situation.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles and practice of person-centred thinking, planning and reviews	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"> • person-centred thinking • person-centred planning • person-centred reviews
	1.3 Describe the difference that person-centred thinking can make to individuals and their families
	1.4 Describe examples of person-centred thinking tools
	1.5 Explain what a 'one-page profile' is
	1.6 Describe the person-centred review process
2. Know the context within which person-centred thinking and planning takes place	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"> • with individuals • in teams

3. Understand own role in person-centred planning, thinking and reviews	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
4. Be able to apply person-centred thinking in relation to own life	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
5. Be able to implement person-centred thinking and person-centred reviews	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

Additional Information

N/A

Component 52: The Principles of Infection Prevention and Control

Component Reference Number: T/615/7876

Level: 2
Credit: 3
GL: 30

Component Summary

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

IPC01.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand own and others roles and responsibilities in the prevention and control of infections	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 of infection
2. Understand legislation and policies relating to prevention and control of infections	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
3. Understand systems and procedures relating to the prevention and control of infections	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 individual and the organisation
4. Understand the importance of risk assessment in relation to the prevention and control of infections	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
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	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
6. Understand the importance of good personal hygiene in the prevention and control of infections	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

Additional Information

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

Component 53: Support Individuals who are Distressed

Component Reference Number: F/615/7900

Level: 2
Credit: 3
GL: 21

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

SCDHSC0226

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand causes and effects of distress on individuals	1.1 Identify causes of distress
	1.2 Describe signs that may indicate an individual is distressed
	1.3 Explain how distress may affect the way an individual communicates
2. Understand potential impacts on own well-being when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own well-being
	2.2 Identify sources of support to manage own feelings when supporting an individual who is distressed
3. Be able to prepare to support individuals who are experiencing distress	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
4. Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual
	4.2 Work in ways to alleviate immediate distress
	4.3 Respond to the individual's reactions
	4.4 Involve others when supporting an individual who is distressed
5. Be able to support individuals to manage distress	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
6. Be able to record and report on an individual's distress	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

Additional Information

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

Sources of support may include:

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

Preferences may be based on:

- beliefs
- values
- culture

Others may include:

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

Component 54: Support Individuals Undergoing Healthcare Activities

Component Reference Number: J/615/7901

Level: 2

Credit: 3

GL: 22

Component Summary

This component is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

GEN4, GEN5

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand healthcare activities in order to support individuals	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"> • for the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures
	1.6 Explain how to manage the privacy and dignity of an individual 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
2. Be able to prepare individuals to undergo healthcare activities	2.1 Introduce self and confirm the individual's identity
	2.2 Explain the procedure to the individual and relevant others
	2.3 Confirm that valid consent 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 preferences
	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
3. Be able to support individuals undergoing healthcare activities	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
4. Be able to support individuals following the healthcare activities	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

Additional Information

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

Relevant others may include:

- Parent/s

- Carer
- Those with parental responsibility

Valid consent must be in line with agreed UK country definition

Preferences may be based on:

- beliefs
- values
- culture

Component 55: Support Positive Risk Taking for Individuals

Component Reference Number: H/615/8733

Level: 3

Credit: 4

GL: 32

Component Summary

This component is aimed at people who are working with individuals where they are promoting positive risk-taking. Although this component sits in the Mental Health suite, it is appropriate for other care settings as risk-taking is part of everyday life.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 4 and 5 must be assessed in the workplace.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of risk-taking in everyday life	1.1 Explain ways in which risk is an important part of everyday life
	1.2 Explain why individuals may have been discouraged or prevented from taking risks
	1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk-assessment	2.1 Explain the process of developing a positive, person-centred approach to risk-assessment
	2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk-assessment
	2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach
	2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand the framework which underpins an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own life
	3.2 Describe how a human rights based approach supports an individual to make decisions and take risks

4. Be able to support individuals to make decisions about risks	4.1 Support individuals to recognise potential risk in different areas of their lives
	4.2 Support individuals to balance choices with their own and others' health, safety and 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
5. Be able to support individuals to take risks	5.1 Complete a risk-assessment with an individual following agreed ways of working
	5.2 Communicate the content of the risk-assessment to relevant others
	5.3 Support the individual to take the risk for which the assessment has been completed
	5.4 Review and revise the risk-assessment with the individual
	5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks
	6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger

Additional Information

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

A **person-centred approach** involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual

Relevant others may include:

- Parent/s
- Carer
- Those with parental responsibility

Component 56: Purpose and Principles of Independent Advocacy

Component Reference Number: Y/616/7607

Level: 3
Credit: 4
GL: 25

Component Summary

This component aims to provide learners with an understanding of what Independent Advocacy is and how to use the values and principles which underpin good practice. The component focuses on the different models of advocacy, their history and why they exist.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

The nature of this component means that most of the evidence must come from real work activities. Simulation can be used only in exceptional circumstances, for example

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

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand Independent Advocacy	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
2. Understand the principles and values underpinning Independent Advocacy	2.1 Explain the key principles underpinning Independent Advocacy
	2.2 Explain why the key principles are important
3. Understand the development of Advocacy	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
4. Understand the different types of Advocacy support and their purpose	4.1 Explain the purpose of different Advocacy models

	4.2 Identify the commonalities and differences in a range of Advocacy models
5. Understand the roles and responsibilities of an Independent Advocate	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
6. Understand Advocacy standards	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

Additional Information

N/A

Component 57: Introductory Awareness of Autistic Spectrum Conditions

Component Reference Number: D/616/7608

Level: 2

Credit: 2

GL: 17

Component Summary

The component provides introductory awareness on autistic spectrum conditions. It provides learners with key areas of knowledge and explores important themes such as individuality, communication, behaviour and person-centred support.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

The terminology chosen to describe the Autistic Spectrum in this component is Autistic Spectrum Condition (ASC), one of several different usages in this field. In diagnosis and other clinical and research settings, the more usual term is Autism Spectrum Disorder (ASD). Other usages, such as 'autism' as an umbrella term for the spectrum, are also frequently used informally and by organisations such as the National Autistic Society. ASC has been chosen here since it forms a more neutral and less medical phrase than ASD in this context.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the areas in which individuals with an autistic spectrum condition characteristically have difficulties	1.1 Describe the types of difficulty that individuals with an autistic spectrum condition may have with language and other ways of communicating with others
	1.2 Identify problems that individuals with an autistic spectrum condition may have in social interaction and relationships
	1.3 Outline the problems of inflexibility and restrictiveness in activities and interests and how these may affect individuals on the autistic spectrum
2. Understand the concept of autism as a spectrum, and the implications for variation in the capacities and needs of individuals	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
3. Understand the behaviours exhibited by some individuals with an autistic spectrum condition	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
4. Understand how to contribute to the person-centred support of an individual who has an autistic spectrum condition	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
5. Understand how to communicate effectively with individuals on the autistic spectrum	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

Additional Information

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

Others may include

- the individual
- colleagues
- families or carers
- friends
- other professionals

- members of the public
- advocates

Component 58: Support Individuals to Eat and Drink

Component Reference Number: L/615/7902

Level: 2

Credit: 2

GL: 15

Component Summary

This component is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0213, SCDHSC0214

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to support individuals to make choices about food and drink	1.1 Establish the individual's dietary requirements
	1.2 Establish with the individual and key people 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
2. Be able to prepare to provide support for eating and drinking	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
3. Be able to provide support for eating and drinking	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

4. Be able to clear away after eating and drinking	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 active participation
	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
5. Be able to monitor eating and drinking and the support provided	5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
	5.2 Monitor, record and report: <ul style="list-style-type: none"> • the food and drink the individual consumes • any issues or concerns in relation to the individual and their eating and drinking
	5.3 Report support provided for eating and drinking

Additional Information

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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

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

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0224

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the health of individuals affected by a health condition
	1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what observations 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"> • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3. Be able to record and report on observations	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
4. Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern

	4.2 Work with others 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

Additional Information

Health may include aspects that affect:

- Physical health
- Psychological well-being

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

Observations may include:

- Informal observations
- Physical measurements
- Other agreed ways of monitoring

Others may include:

- The individual
- Family members
- Line manager
- Other professionals
- Others who are important to the individual's well-being

Component 60: Cleaning, Decontamination and Waste Management

Component Reference Number: Y/615/7904

Level: 2

Credit: 2

GL: 20

Component Summary

This component aims to explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This component does not cover the decontamination of surgical instruments.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

IPC3.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning
	1.2 Explain the purpose of cleaning schedules
	1.3 Describe how the correct management of the environment minimises the spread of infection
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the 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
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks

	3.2 Explain how to dispose of the different types of waste safely and without risk to others
	3.3 Explain how waste should be stored prior to collection
	3.4 Identify the legal responsibilities in relation to waste management
	3.5 State how to reduce the risk of sharps injury

Additional Information

N/A

Component 61: Principles of Health Promotion

Component Reference Number: D/615/7905

Level: 2

Credit: 2

GL: 13

Component Summary

The aim of this component is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

PHP13, 14, 15 & 16,

OH2.2012, CVDED2, CVD ED3

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Describe factors that influence health	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
2. Explore behaviour change	2.1 Outline theories of behaviour change
	2.2 Discuss factors that influence behaviour change
	2.3 Investigate barriers to change
3. State the role of effective communication in health promotion	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

Additional Information

N/A

Component 62: Promotion of General Health and Well-Being

Component Reference Number:

Level: 2
Credit: 2
GL: 12

Component Summary

This component is concerned with health promotion related to general health and well-being. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

PHP13, 14, 15 & 16
CVD ED2 & 3, CHD EB2

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Describe methods of health promotion planning	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
2. Identify opportunities for the practical application of health promotion	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
3. Outline the scientific basis of health promotion	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

Additional Information

N/A

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

Component Reference Number:

Level: 2

Credit: 2

GL: 14

Component Summary

This component is aimed at those who support individuals to live in their own home. It provides the learner with the knowledge and skills required to gain access to an individual's home, deal with emergencies and ensure security on departure.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

All learning outcomes must be assessed in a real work environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to identify agreed ways to gain entry to and leave individuals' homes	1.1 Access information about general requirements for entering and leaving individuals' homes
	1.2 Identify special requirements and individual preferences for entering and leaving an individual's home
2. Be able to gain entry to individuals' homes	2.1 Inform the individual and others 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
3. Be able to take appropriate action when unable to gain entry to individuals' homes	3.1 Identify possible reasons for being unable to gain entry, using agreed ways of working
	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
4. Be able to deal with emergencies encountered after gaining entry	4.1 Describe emergencies 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
5. Be able to ensure security when leaving individuals' homes	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
6. Be able to review procedures for entering and leaving individuals' homes	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

Additional Information

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

General and specific **requirements** may include

- how, when and who to notify of visit
- means of identification on arrival
- use of entry systems
- ways of ensuring security on departure

Others are those who share responsibility for the worker providing care or support in the individual's home.

Reasons for being unable to access homes may include

- individual not aware of visit
- individual likely to be out
- individual unwilling to allow access
- individual unable to allow access because of accident or illness
- power failure of security systems
- incorrect information supplied to worker
- keys lost or stolen
- security or other risk to individual or worker

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

Emergencies include any situation presenting immediate danger to the individual or others.

Component 64: Support Care Plan Activities

Component Reference Number:

Level: 2

Credit: 2

GL: 13

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare and implement activities within a care plan and contribute to the review of activities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to prepare to implement care plan activities	1.1 Identify sources of information about the individual and specific care plan activities
	1.2 Establish the individual's preferences about carrying out care plan activities
	1.3 Confirm with others own understanding of the support required for care plan activities
2. Be able to support care plan activities	2.1 Provide support for care plan activities in accordance with the care plan and with agreed ways of working
	2.2 Encourage the active participation of an individual in care plan activities
	2.3 Adapt actions to reflect the individual's needs or preferences during care plan activities
3. Be able to maintain records of care plan activities	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
4. Be able to contribute to reviewing activities in the care plan	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

Additional Information

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

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

Others may include

- the individual
- family members
- advocate
- line manager
- other professionals

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

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

Component 65: Provide Agreed Support for Foot Care

Component Reference Number: R/615/8758

Level: 2
Credit: 3
GL: 23

Component Summary

This component is aimed at those who working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting

Relationship to Occupational Standards

CHS150

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the signs and causes of foot and toe-nail abnormalities	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
2. Be able to provide support for assessed foot care needs	2.1 Ascertain information about an individual's assessed foot care needs
	2.2 Ensure the setting for foot care meets the individual's preferences and maintains privacy
	2.3 Gain consent to provide treatment to the individual
	2.4 Prepare the equipment required for treatment
	2.5 Prepare the individual's feet for treatment, in a way that promotes active participation
	2.6 Describe how and when to access additional guidance about assessed foot care needs
3. Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used
	3.2 Invite feedback from the individual on how their foot care is carried out
	3.3 Explain why advice should not be given unless agreed with the podiatrist
4. Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions

	4.2 Operate equipment safely and in accordance with instructions
	4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks
	4.4 Dispose of waste products safely
	4.5 Provide follow up instructions to individual on completion of treatment
	5. Be able to record and report on foot care
5. Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment
	5.2 Record treatments carried out
	5.3 Explain how to record any adverse reactions or responses to treatments or dressings
	5.4 Report on foot care treatments, conditions and reactions in agreed ways

Additional Information

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

Preferences may be based on:

- beliefs
- values
- culture

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

Component 66: Contribute to the Care of a Deceased Person

Component Reference Number: K/615/7907

Level: 2
Credit: 3
GL: 24

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

SCDHSC0239

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Know the factors that affect how individuals are cared for after death	1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased individuals
	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
2. Be able to contribute to supporting those who are close to deceased individuals	2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual
	2.2 Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> • reduce their distress • respect the deceased individual
3. Be able to contribute to preparing deceased individuals prior to transfer	3.1 Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences
	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
	3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified
	3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture
	3.5 Apply standard precautions for infection control during preparation of the deceased individual
	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
4. Be able to contribute to transferring deceased individuals	4.1 Contact appropriate organisations
	4.2 Carry out agreed role in transferring the deceased individual
	4.3 Record details of the care and transfer of the deceased individual
5. Be able to manage own feelings in relation to the death of individuals	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

Additional Information

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

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Preferences may be based on:

- beliefs
- values
- culture

Component 67: Undertake Physiological Measurements

Component Reference Number: K/615/7910

Level: 3
Credit: 3
GL: 23

Component Summary

This component is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

CHS19.2012

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: <ul style="list-style-type: none"> • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
	2.2 Explain the principles of body temperature to include: <ul style="list-style-type: none"> • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates – raising or lowering

	<ul style="list-style-type: none"> • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	2.5 Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
	2.6 Explain the major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements
	2.8 Explain how physiological measurements may need to be adapted for the individual
3. Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during physiological measurements process
	3.3 Answer questions and deal with concerns during physiological measurements 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 valid consent
4. Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
	4.4 Monitor the condition of the individual throughout the measurement
	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues

5. Be able to record and report results of physiological measurements	5.1 Explain the necessity for recording physiological measurements
	5.2 Explain a few common conditions which require recording of physiological measurements
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
	5.4 Record physiological measurements taken accurately using the correct documentation

Additional Information

Physiological measurements may need to be adapted for the individual depending on their:

- size
- age
- stage of development

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

Valid consent must be in line with agreed UK country definition

Component 68: Support Individuals with Specific Communication Needs

Component Reference Number: H/615/8778

Level: 3
Credit: 5
GL: 35

Component Summary

This component is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

SCDHSC0369

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand an individual's specific communication needs	1.1 Explain the importance of meeting an individual's communication needs
	1.2 Explain how and when to access information and support in relation to communication needs
	1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs
	1.4 Identify a range of communication methods and aids to support individuals to communicate
	1.5 Analyse features of the environment that impact on communication
	1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system
	1.7 Describe the potential effects on an individual of having unmet communication needs
2. Understand how to support the use of communication technology and aids	2.1 Identify specialist services relating to communication technology and aids
	2.2 Describe types of support that an individual may need in order to use communication technology and aids
	2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

3. Be able to contribute to identifying and addressing specific communication needs of individuals	3.1 Work in partnership with the individual and others to identify the individual's communication needs
	3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs
4. Be able to interact with individuals using their preferred communication method	4.1 Prepare the environment to facilitate communication
	4.2 Use agreed methods of communication to interact with the individual
	4.3 Monitor the individual's responses during and after the interaction
	4.4 Adapt own practice to improve communication with the individual
5. Be able to promote communication between individuals and others	5.1 Support the individual to develop communication methods
	5.2 Provide opportunities for the individual to communicate with others
	5.3 Support others to be understood by the individual
	5.4 Support others to understand the individual
6. Be able to review an individual's communication needs and the support provided	6.1 Collate information in relation to an individual's communication and the support provided
	6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided
	6.3 Work with others to support the continued development of communication

Additional Information

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

Communication needs may include:

different language, hearing loss (both minor and major), learning difficulties, find speech difficult

Examples of communication techniques – sign language, speed of verbal communication, volume of verbal communication, body language, written instead of verbal, listening

Component 69: Support Independence in the Tasks of Daily Living

Component Reference Number: K/615/8779

Level: 2
Credit: 5
GL: 37

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

SCDHSC0027

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand principles for supporting independence in the tasks of daily living	1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living
	1.2 Explain how active participation promotes independence in the tasks of daily living
	1.3 Describe how daily living tasks may be affected by an individual's culture or background
	1.4 Explain the importance of providing support that respects the individual's culture and preferences
	1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
	1.6 Explain why it is important to establish roles and responsibilities for providing support
2. Be able to establish what support is required for daily living tasks	2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working
	2.2 Clarify with the individual and others , the requirements for supporting an individual's independence in daily living tasks
	2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks

3. Be able to provide support for planning and preparing meals	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences
	3.2 Support the individual to store food safely
	3.3 Support the individual to prepare food in a way that promotes active participation and safety
4. Be able to provide support for buying and using household and personal items	4.1 Identify different ways of buying household and personal items
	4.2 Work with the individual to identify household and personal items that are needed
	4.3 Support the individual to buy items in their preferred way
	4.4 Support the individual to store items safely
	4.5 Support the individual to use items safely
5. Be able to provide support for keeping the home clean and secure	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety
	5.2 Describe different risks to home security that may need to be addressed
	5.3 Support the individual to use agreed security measures
6. Be able to identify and respond to changes needed in support for daily living tasks	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks
	6.2 Record changes in the individual's circumstances that may affect the type or level of support required
	6.3 Adapt support in agreed ways to address concerns, changes or increased independence

Additional Information

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

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

A **care plan** may have other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

Others may include family, friends, advocate or line-manager

Component 70: Undertake Agreed Pressure Area Care

Component Reference Number: T/615/7912

Level: 2

Credit: 4

GL: 30

Component Summary

This component covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

CHS5

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
	1.2 Identify pressure sites of the body
	1.3 Identify factors which might put an individual 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
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care
	2.2 Describe agreed ways of working relating to pressure area care
	2.3 Describe why team working is important in relation to providing pressure area care
3. Be able to follow the agreed care plan	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
4. Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure
	4.2 Describe safe use of aids and equipment
	4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • materials • equipment • resources
5. Be able to prepare to undertake pressure area care	5.1 Prepare equipment and environment in accordance with health and safety guidelines
	5.2 Obtain valid consent for the pressure area care
6. Be able to undertake pressure area care	6.1 Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> • respects the individual’s dignity and privacy • maintains safety • ensures the individual’s comfort • promotes active participation • promotes partnership working
	6.2 Apply standard precautions for infection prevention and control
	6.3 Carry out 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

Additional Information

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

Valid consent must be in line with agreed UK country definition

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

Component 71: Obtain and Test Capillary Blood Samples

Component Reference Number: A/615/7913

Level: 3
Credit: 4
GL: 30

Component Summary

This component is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one-year-old, as venepuncture may be the preferred method depending on the type of sample and quantity required.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

CHS131

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels
	2.2 Explain blood clotting processes and the factors that influence blood clotting
3. Be able to prepare to obtain capillary blood samples	3.1 Confirm the individual's identity and obtain valid consent
	3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences and age
	3.3 Provide support and reassurance to address the individual's needs and concerns
	3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences
4. Be able to obtain capillary blood samples	4.1 Apply health and safety measures relevant to the procedure and environment
	4.2 Apply standard precautions for infection prevention and control
	4.3 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
5. Be able to test and record the results of blood samples	5.1 Test the sample using the approved method in line with organisational procedure
	5.2 Describe normal or expected results for particular tests
	5.3 Recognise and interpret normal, expected and abnormal results
	5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required
	5.5 Record results fully and accurately and forward according to local requirements
6. Be able to pass on the results of blood samples	6.1 Communicate the results of the tests and any further action required to the individual
	6.2 Respond to questions and concerns from individuals, providing accurate information
	6.3 Refer issues outside own responsibility to an appropriate staff member

Additional Information

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

Valid consent must be in line with agreed UK country definition

Preferences may be based on:

- beliefs
- values
- culture

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

Component Reference Number: D/616/7611

Level: 3
Credit: 3
GL: 26

Component Summary

This component is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcome 3 needs to be assessed in the workplace environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the nutritional needs that are unique to individuals who have dementia	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 individual's 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
2. Understand the effect that mealtime environments can have on an individual who has dementia	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 person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink

3. Be able to support an individual who has dementia to enjoy good nutrition	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 meal times 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 well-being of an individual with dementia

Additional Information

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

Person-centred approach

This is a way of working which aims to put the person at the centre of the care situation, taking into account their individuality, wishes and preferences.

Meal times

- meal planning
- food shopping
- food preparation
- pre- and post-meal activities
- dining
- snacking

Well-being

- appropriate weight gain/loss
- improved sleep patterns
- reduced confusion
- improved physical health
- improved emotional state
- reduced infections

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

Component Summary

This component provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This component does not assess competence.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the factors that can influence communication and interaction with individuals who have dementia	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
2. Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia	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
3. Understand the factors which can affect interactions with individuals who have dementia	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

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

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of food safety measures when providing food and drink for individuals	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 individuals
	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
2. Be able to maintain hygiene when handling food and drink	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
3. Be able to meet safety requirements when preparing and serving food and drink for	3.1 Describe practices to control hazards when preparing and serving food and drink

individuals	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
4. Be able to meet safety requirements when clearing away food and drink	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
5. Be able to store food and drink safely	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
6. Know how to access additional advice or support about food safety	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

Additional Information

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

Others may include

- the individual
- family and friends of the individual
- colleagues

Component 75: Support Individuals at the End of Life

Component Reference Number: D/615/8780

Level: 3

Credit: 6

GL: 50

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Relationship to Occupational Standards

SCDHSC0385

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	1.4 Identify the key people and services who may be involved in delivery of end of life care
	1.5 Explain the concept of holistic care at the end of life
	1.6 Describe the triggers that suggest individuals are nearing the end of life
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
	2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care
	2.3 Explain why support for an individual's health and well-being may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care

	<p>3.2 Explain the purpose of advance care planning in relation to end of life care</p> <p>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</p> <p>3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role</p>
4. Be able to provide support to individuals and key people during end of life care	<p>4.1 Support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 Provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period</p> <p>4.4 Provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 Give examples of how an individual's well-being can be enhanced by:</p> <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies <p>4.6 Contribute to partnership working with key people to support the individual's well-being</p>
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	<p>5.1 Explain why support for spiritual needs may be especially important at the end of life</p> <p>5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life</p>
6. Be able to support individuals through the process of dying	<p>6.1 Carry out own role in an individual's care</p> <p>6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways</p> <p>6.3 Adapt support to reflect the individual's changing needs or responses</p>
7. Be able to take action following the death of individuals	<p>7.1 Explain why it is important to know about an individual's wishes for their after-death care</p> <p>7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working</p>

	7.3 Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional Information

Key people may include:

- family members
- friends
- others who are important to the well-being of the individual

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

Well-being may include aspects that are:

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

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

Component Summary

This component is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The component covers the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the concept of diversity and its relevance to working with individuals who have dementia	1.1 Explain what is meant by the terms <ul style="list-style-type: none"> • diversity • anti-discriminatory practice • anti-oppressive practice
	1.2 Explain why it is important to recognise and respect an individual's heritage
	1.3 Explain why an individual with dementia may be subjected to discrimination and oppression
	1.4 Describe how discrimination and oppressive practice can be challenged
2. Understand that each individual's experience of dementia is unique	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"> • who have a learning disability • who are from different ethnic backgrounds • at the end of life
3. Understand the importance of working in a person-centred way and how this links to inclusion	3.1 Explain how current legislation and Government policy supports person-centred working

	3.2 Explain how person-centred working can ensure that an individual's specific and unique needs are met
	3.3 Describe ways of helping an individual's carers or others understand the principles of person-centred care
	3.4 Identify ways of helping an individual with dementia maintain their identity

Additional Information

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

Heritage this refers to an individual's culture, history and personal experiences, and is unique to them

Others may be

- care worker
- colleagues
- managers
- social worker
- occupational therapist
- general practitioner
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- specialist nurse
- psychologist
- psychiatrist
- independent mental capacity advocate
- independent mental health advocate
- advocate
- dementia care adviser
- support groups

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

Component Summary

This component provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the factors that can affect interactions and communication of individuals with dementia	1.1 Explain how different forms of dementia may affect the way an individual communicates
	1.2 Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia
	1.3 Describe how to support an individual with dementia who has a sensory impairment
	1.4 Describe the impact the behaviours of carers and others may have on an individual who has dementia
2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques	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
3. Understand how to communicate positively with an individual who has dementia by valuing their individuality	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

4. Be able to use positive interaction approaches with individuals with dementia	4.1 Explain the difference between a reality orientation approach to interactions and a validation approach
	4.2 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 social environment 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

Additional Information

Carers, e.g.

- partner
- family
- friends
- neighbours

Others e.g.

- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups

Reality orientation

This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in

Validation approach

Using non-judgemental acceptance and empathy to show the individual that their expressed feelings are valid. Focusing on the feelings rather than the content of speech

Social environment can provide interactions which create stimulation and enjoyment, e.g.

- opportunities to meet with family and friends
- able to talk about early life, past career, good memories
- engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks
- engagement with activities e.g. reminiscence, listening to favourite music
- continuing social routines, e.g. going to the hairdresser's, out for coffee etc

Component 78: Provide Active Support

Component Reference Number: A/616/7616

Level: 2

Credit: 3

GL: 27

Component Summary

The purpose of this component is to provide the learner with knowledge, understanding and skills to providing active support to increase an individual's participation in tasks and activities. It is aimed at those whose role includes providing direct support and assistance to individuals.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real-work environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand how active support translates values into person-centred practical action with an individual	1.1 Explain how the key characteristics of active support differ from the hotel model
	1.2 Define the terms: <ul style="list-style-type: none"> • promoting independence • informed choice • valued life
	1.3 Explain how use of active support can promote independence, informed choice and a valued life
2. Be able to interact positively with individuals to promote participation	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
3. Be able to implement person-centred daily plans to promote participation	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
4. Be able to maintain person-centred records of participation	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

Additional Information

N/A

Component 79: Support Individuals to Live at Home

Component Reference Number: K/615/8815

Level: 3
Credit: 4
GL: 29

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

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

Relationship to Occupational Standards

SCDHSC0343 Support individuals to live at home

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an individual
	1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home
	1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
	1.4 Explain how risk management contributes to supporting individuals to live at home
2. Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
	2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met
	2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
	3.2 Work with the individual and others to select resources, facilities and services that

	will meet the individual's needs and minimise risks
	3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation
	3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
4. Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
	4.2 Introduce the individual to new resources, services, facilities or support groups
	4.3 Record and report on the outcomes of additional support measures in required ways
5. Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for 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

Additional Information

Needs may include:

- personal
- physical
- financial
- social
- environmental
- safety

Others may include:

- family
- friends
- advocates
- others who are important to the individual person's well-being

Component 80: Support Participation in Learning and Development Activities

Component Reference Number: F/616/7617

Level: 2
Credit: 3
GL: 23

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify reasons why individuals may take part in activities for learning and development
	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 active participation 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
2. Be able to support individuals to prepare for taking part in learning and development activities	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 others 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
3. Be able to contribute to preparing the environment and resources for learning and development activities	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
4. Be able to support individuals to take part in learning and development activities	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
5. Be able to contribute to the evaluation of learning and development activities	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

Additional Information

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

Activities for learning and development may include

- intellectual pursuits
- activities to promote fitness or mobility
- activities relating to skills development
- activities to promote participation and interaction

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

Others may include

- family members

- advocates
- line manager
- specialists
- others who are important to the individual's well-being

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

Component Reference Number: J/616/7618

Level: 2

Credit: 3

GL: 24

Component Summary

This component provides knowledge, understanding and skills for those who provide care or support to individuals with dementia in a wide range of settings. The component introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2 and 3 must be assessed in the workplace environment

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of equality, diversity and inclusion when working with individuals who have dementia	1.1 Explain what is meant by the terms: <ul style="list-style-type: none">• diversity• equality• inclusion
	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
2. Be able to apply a person-centred approach in the care and support of individuals with dementia	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

3. Be able to work with a range of individuals who have dementia to ensure diverse needs are met	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

Additional Information

N/A

Component 82: Provide Support for Sleep

Component Reference Number: J/615/7915

Level: 2

Credit: 2

GL: 13

Component Summary

This component is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Relationship to Occupational Standards

SCDHSC0216

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an individual's 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
2. Be able to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep
	2.2 Minimise aspects of the environment likely to make sleep difficult for an individual
	2.3 Adjust own behaviour to contribute to a restful environment
	2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3. Be able to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep
	3.2 Encourage the individual to communicate the support they need to sleep
	3.3 Assist the individual to find a position for sleep consistent with their plan of care
	3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working
4. Be able to monitor sleep	4.1 Establish with the individual and others how sleep will be monitored

	4.2 Record agreed observations relating to the individual's sleep and the assistance given
5. Know how to access information and advice about difficulties with sleep	5.1 Describe situations in which additional information or assistance about sleep would be needed
	5.2 Explain how to access additional information and assistance

Additional Information

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

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

Component 83: Examine the Feet of Individuals with Diabetes

Component Reference Number:

Level: 3
Credit: 3
GL: 18

Component Summary

This component is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health

Assessment Guidance

This component must be assessed in line with the joint Skills for Care and Skills for Health Assessment Principles.

Relationship to Occupational Standards

HAS3.1

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand good practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare
	1.2 Describe local referral pathways for foot health
	1.3 Explain how to gather information from the individual 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
2. Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes
	2.2 Describe the signs and symptoms of diabetes
	2.3 Identify the risks of diabetes to foot health
	2.4 Explain the importance of footwear to foot health for individuals with diabetes
	2.5 Explain 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
3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1 Confirm the individual's identity and gain valid consent 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
4. Be able to conduct an examination on the feet of an individual with diabetes	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
5. Be able to advise individuals with diabetes about foot health	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
6. Be able to report the outcome of foot examinations	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

Additional Information

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

Valid consent must be in line with agreed UK country definition

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example, his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.



FAQ LEVEL 2 DIPLOMA IN
CARE



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